REPORT

OF THE

Superintendent of Public Instruction,

STATE OF FLORIDA,

FOR THE YEAR ENDING

SEPTEMBER 30TH, 1891.

TALLAHASSEE, FLA.
THE FLORIDIAN PRINTING COMPANY,
1892.

ANNUAL REPORT

—OF—

ALBERT J. RUSSELL,

Superintendent of Public Instruction,

—FOR THE—

SCHOOL YEAR ENDING SEPT. 30, 1891.

ANNUAL REPORT

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Superintendent of Public Instruction.

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
TALLAHASSEE, Dec. 30th, 1891.

To his Excellency, Governor F. P. Fleming:

SIR—I have the honor to comply with the requirements of the law, and submit my annual report of the Department of Public Instruction of the State of Florida for the year 1890-1891, ending September 30th, 1891.

Very respectfully yours,
ALBERT J. RUSSELL,
State Superintendent Public Instruction.

REPORT.

Continued success and advance characterize the public schools of the State in every county. The people are alive to the importance of the work, and properly value the privileges and opportunities afforded, and are using them to the greatest advantage.

Improvement, wherever possible, is the manifest spirit everywhere, as to patrons, school officers, teachers and pupils. The number of schools continue to steadily increase at the demand of the people and the growth and increase of the population.

The interest on the part of the patrons of the schools, the parents and guardians of the youth is still increasing, which largely tends to the benefit and success of the schools,

and impresses favorably both teacher and pupil with the responsibility and importance of their work.

EQUIPMENT.

Steadily does the improvement in school houses, furniture and general equipments, and appliances and facilities, advance with the growth and popularity of the system, so that the work of the teacher and the pupil is made more cheerful and lovable, and the school house and grounds have their attractions, drawing upon the affections and enlisting the pride of all interested, instead of, as in the past, repelling and becoming a place of dread and sombre endurance.

INCREASE.

The number of schools has been increased fifteen during the year, making the number operated during the year 2,348; the number of teachers has been accordingly increased 131, making the number now employed in the State 2,641. The enrollment of pupils has increased proportionately, and the daily attendance has largely increased, and the public school work and spirit may be truthfully said to be fully alive to the importance of every feature of the enterprise, and doubtless with such fostering care as the State is certainly called upon to give her schools, improvement and advancement upon all lines will continue until the State will move abreast with the foremost of the States of the Union in the near future.

RESULTS.

It is difficult to state or calculate the result of this work if faithfully prosecuted upon the intelligence, virtue and refinement of the people in succeeding generations. One thing is beyond doubt or cavil, there is now no reason why the children of to-day, *every one*, may not receive sufficient education as to make them intelligent citizens, capable of appreciating good government and lovers of order and peace; for the very poorest have the school house near their door, without price, and the opportunity is extended to the higher branches of learning, equally free and without price. School officers and teachers, warmly seconded by the people, have resolved that ignorance and illiteracy shall be driven from our borders, and virtue, intelligence and good order reign instead.

SCHOOL PROPERTY.

The value of school sites and buildings has very largely increased during the past ten years. For the year 1891 the State Superintendent reported the value of school buildings

to be $89,868; for the year 1891 it is my pleasure to report the same value at $497,249.07, showing an increase of value to the amount of $407,381.07. This is one of the best evidences of the permanent growth and establishment of interest in the public school system.

COMPARISON OF YEARS.

	1889-'90.	1890-'91.	Increase.
Number of schools,	2,333	2,348	15
Number of white schools,	1,746	1,747	
Number negro schools,	587	601	
Number teachers employed,	2,510	2,641	131
Number white teachers,	1,849	1,956	107
Number negro teachers,	661	685	24

FINANCIAL.

Amount tax raised by counties, 1891, . .	$450,334 43
Amount tax raised by counties, 1890, . .	399,755 56
Increase of 1891 over 1890, ...	$50,578 87
Amount apportioned proceeds sales of land for the year 1891, ...	$33,970 22
Amount apportioned from the constitutional tax of one mill, ...	80,000 00
Amount county tax, 1891, ...	$450,334 43
Amount land proceeds, 1891, ...	33,970 22
Amount one mill tax, 1891, ...	80,000 00
Total expenditure for common schools, 1891,	$564,304 65
Total expenditure for common schools, 1890,	516,532 70
Increase over 1890, ...	$47,771 95

Taking the entire population of the State to be 400,000, and the number of schools 2,348, it will give a school opened and operated for every 170 of the people.

COUNTY HIGH SCHOOLS.

These high schools are being inaugurated and highly successfully operated in the counties, and wherever they are instituted are doing an excellent work, very gratifying to the patrons, and affording an opportunity for advanced education, which many of our youth would never have without them. The course of study in these schools is designed to be very practical, fitting the student for practical life, in whatever business vocation he may pursue.

We claim that an equity prevails in this idea of county high schools, for while the principle that underlies the public school system is that the State should fit her citizenship for the duties and responsibilities she imposes upon them, and that in doing this she compels the rich to pay largely for the poor, and the prosperous for the adversely situated, it is but right and just, that the large taxpayer should have the opportunity of completing his children's education at least as for as the high school course, without being compelled to extra expense of paying for it elsewhere, and is provided for in these county high schools. Happily for the people of Florida they can go further in the education of their youths without cost of tuition through a college education in the colleges, seminaries and normal schools, which are as free to the people as are the common schools, and these county high schools are preparatory to an entrance into the college classes.

GRADED SCHOOLS.

The schools are being thoroughly graded throughout the State, which is greatly improving the system and work. The grades at present are eight in number, embracing a common school course of spelling, reading, writing, arithmetic, grammar, U. S. history, geography, composition and elementary physiology, with special reference to the effects of alcoholic stimulants and narcotics upon the human character and system. The pupil entering at the legal school age of 6 years, has eight years in this course, finishing at the age of 14 years prepared to enter upon the high school course of 4 years, or if compelled to enter the ranks of the bread winners, he is fitted for the ordinary educational demands of his sphere of life and besides holds the key that unlocks the store house of knowledge to his unstinted desires and aims.

It is the purpose of the State Board of Education, in addition to the above, to press the effort at manual training as far as practicable, so that all the youths of the State may partake of this useful, and, to the large majority of them, so essential knowledge.

STATE INSTITUTIONS.

The educational institutions of the State are as follows: The Florida Agricultural and Mechanical College and Experimental Station, located at Lake City; the West Florida Seminary located at Tallahassee; The East Florida Seminary located at Gainesville; The State Normal and Business College located at DeFuniak Springs; The Florida Normal and Industrial College for negro pupils located at Tallahassee, and the Deaf Mute and Blind Institute located at St. Augustine.

Of these the Institute for the Blind and Deaf Mutes and

the Florida State Normal and Business College at DeFuniak Springs are supported and maintained solely by appropriations made by the Legislature of the State. The Florida Normal and Industrial College for negro students in part by appropriation from the State annually, but largely by a congressional appropriation known as the Morrill Bill fund; The seminaries are mainly supported by the proceeds of sales of the lands granted by the United States, and special appropriations by the State. The West Florida Seminary is also a beneficiary of a bequest made by the late Judge J. D. Westcott of Tallahassee. These schools are each excellent institutions of learning, having excellent faculties, and are well equipped for their respective work.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE.

This institution is located at Lake City, in the fertile and thriving county of Columbia, whose people are widely known for their generous hospitality, refinement and virtue, and its excellent health. Its faculty consists of nine members, embracing the chairs of political economy and logic, military science, tactics and civil engineering; physics and chemistry, mathematics, English language and literature, manual training, Latin and history, and biology and natural science.

It will be seen that this college, while it proposes to give a thorough college and literary course, will also devote time and energy in giving a full and intelligent course of instruction in wood and metal work, in industrial training and agriculture, theoretical and practical. It thus aims to meet the demands of the intensely practical age in which we are living and the thoroughly practical country of which we are citizens. Tuition is free, and the study of the Board of Trustees and faculty is to reduce other unavoidable expenses to a minimum.

I take pleasure in referring to the statement below coming from the President of the college, Prof. F. L. Kern:

STATE AGRICULTURAL COLLEGE,
LAKE CITY, FLA., December 30, 1891.

Hon. Albert J. Russell, State Superintendent Public Instruction, Tallahassee, Fla.:

SIR—Replying to your request for a brief sketch of the Florida Agricultural College, giving its present condition and work in outline, I have the honor of submitting the following:

The Agricultural and Mechanical College as it is popularly styled, is now in its eighth year. It is supported by an

annual income from the general government of about $18,000. The organization is complete and systematic, providing for a two-years' preparatory course and four-year collegiate courses as follows: An agricultural course, (recently shortened to three years); a mechanical course; a classical and scientific course and a civil engineering course. Each of these courses lead to an appropriate degree. The government of students is a wholesome form of military discipline under the charge of Lieut. C. C. Ballou, Sixteenth United States Infantry, who is a graduate of the United States Military academy at West Point. The Board of Trustees consists of ten of the leading citizens of the State, all of whom are highly educated and occupy prominent official and social positions. The State Superintendent of Public Instruction, the State Treasurer and the State Commissioner of Agriculture are ex-officio members of this board.

BOARD OF TRUSTEES.

HON. A. J. RUSSELL, Superintendent of Public Instruction and ex-officio President, Tallahassee.

HON. L. B. WOMBWELL, Secretary, Tallahassee.

HON. PATRICK HOUSTOUN, of Leon, Tallahassee.

HON. JAMES E. YOUNG, of Columbia, Lake City.

HON. H. W. LONG, of Marion, Martel.

HON. J. N. C. STOCKTON, of Duval, Jacksonville.

GEN. W. D. BARNES, of Jackson, Marianna.

HON. J. W. TRAMMELL, of Polk, Lakeland.

MAJOR C. H. SMITH, of Madison, Madison.

HON. E. J. TRIAY, of Duval, *ex-officio* Treasurer, Tallahassee.

The faculty is as follows:

F. L. KERN, A. M., President, Political Economy and Logic.

LIEUT. CHARLES C. BALLOU, 16th Infantry U. S. Army, Commandant of Cadets, Military Science, Tactics and Civil Engineering.

J. N. WHITNER, A. M., Department of Agriculture, Theoretical and Practical.

J. M. PICKEL, A. M., Ph. D., Department of Physics and Chemistry.

H. P. BAYA, (Virginia Military Institute), Department of Mathematics.

W. W. SEALS, A. M., Department of English Language and Literature.

H. C. POWERS, Department of Manual Training, E. J. BENDING, Assistant in Manual Training.

J. M. STUART, A. B., Department of Latin and History.

FRANK W. PICKELL, A. B., M. S., Department of Biology and Natural Science.

A. W. BITTING, Veterinary Science.

J. C. MARTIN, JR., A. M., Principal Sub-collegiate Department.

D. L. MCSWAIN, L. I., Assistant Sub-collegiate Department.

J. FRANKLIN APPELL, M. D., College Physician.

J. E. FUTCH, Librarian.

W. H. PERRY, Steward.

These gentleman were all especially educated for the positions they occupy and have had years of experience in their chosen work. Each is a competent and devoted master of his department and does work that will compare favorably with any college of the kind in the South. There are six college buildings all equipped and adapted to the work of the various departments, dormitory and boarding. For applied work in agriculture, fertile land, tools, seeds and fertilizers are provided, and careful instruction furnished all who apply for this course. The mechanic art hall is equipped with machinery, tools and material for wood work and work in metals.

The chemical and physical laboratory has an outfit of apparatus valued at several thousand dollars. The museum cost over two thousand dollars and represents a comprehensive collection for the use of students studying natural history and biology. The library has nearly three thousand dollars' worth of well-selected reference books and encyclopedias and a file of nearly all the newspapers published in the State.

Of the 105 students enrolled thus far this session, about a score have either been dismissed for failure in discipline or in studies or have withdrawn for reasons of their own. About one-half are in the preparatory department but notwithstanding this fact, it is still true that a much larger number of young men are in the collegiate courses than are found in any other college in the State. Considering the age of the college and the population of the State, we have as large an attendance as any similar college in the South. Medicine and medical attendance are furnished free of charge, but there is very little sickness at the college this year.

The matriculation fee is $4 per term, which entitles the student to fuel and furnished room. Text books are furnished on a rental plan. Board is $10 per month. The annual cost per student, including a good uniform, is less than $125 per session of nine months.

The class of students now in attendance is an improvement over those of previous years in the matter of interest and progress, and tenacity and general ability. This may be due to the better disciplinary management, and the closer classification of all grades.

The esprit decorps is far better than formerly, and a rather better moral tone prevails among the higher grades of students, some of whom have radically reformed their ways since coming here, and all show great improvement.

The unwise and unpatriotic policy on the part of some of sending their sons to other states to be educated, is without excuse now that a home institution so well merits the patronage of all.

Respectfully,

F. L. KERN,
President.

WEST FLORIDA SEMINARY.

This excellent school is situated at the Capital City of the State, on beautiful grounds, and has just occupied its new building, an imposing and commodious edifice, modelled in modern adaptabilities to school use, and supplied with all nescessary conveniences and facilities.

It has an excellent Faculty, is well equipped and expects speedily to enlarge the appliances, library and other aids and helps; tuition is free, board reasonable, and there should be in attendance upon this excellent institution at least three hundred students; both sexes are admitted into the same courses of study and a lady of rare qualifications is a member of the Faculty.

I take pleasure in inserting the following letter from its President, Col. G. M. Edgar:

TALLAHASSEE FLA., December 30, 1891.

Hon. A. J. Russell, State Superintendent of Public Instruction:

DEAR SIR—In response to your request to me to give a brief statement of the condition of this institution, I beg leave to report that the work done in the past year has been as strong as in any previous year of my administration, and I trust will be followed by as good results. Though the high standard which has been maintained has had a tendency to eliminate pupils who are not ambitious to become scholars, the patronage has been very fair—the number of pupils in attendance having averaged about seventy-five since my last annual report. In June last five young men and two young ladies were graduated with the degree of A. B. They are the first full graduates the institution has turned out. Desiring to make this the Literary and Classical college of the State,

we have not trenched upon the sphere of the Agricultural and Mechanical college by teaching scientific, industrial and technical courses, but have sought rather to unite with thorough instruction in English, Latin, Greek, the modern languages and Mathematics as liberal training in the Physical and Mental Sciences, Political Economy, History and Civics, as can profitably be given in six years. It may be justly claimed that the institution has gained a vantage ground which, if held, will ensure to it a wide sphere of usefulness at no distant day. It offers the youth of the State a complete literary course free of charge for tuition. Its location is unsurpassed for healthfulness. It is surrounded by a community of refined people. The new building recently completed, is one of the most beautiful and commodious school buildings in the State, affording ample study halls, lecture rooms and laboratories for the purposes of instruction. Students of both sexes may obtain board in private families at reasonable rates. Tallahassee is easy of access, too, from both the Eastern and Western portions of the State.

With these and other opportunities for culture offered to them by the State, it would seem that even youth of moderate means are without excuse if they do not secure a suitable training for their life work. Again invoking your aid in the effort to extend the usefulness of the institution,

I am respectfully,

GEO. M. EDGAR.

THE EAST FLORIDA SEMINARY

Is located in the heart of the peninsular portion of the State, in the city of Gainesville, full of life, push and healthful growth, calculated to stimulate the youth to great activity and to awake his ambition to noble purposes.

The discipline of the seminary is military, and military science and tactics are taught and make a principal feature, developing both a fine physical and an honorable manhood. Its literary and business curriculum are both of an advanced character, and the seminary is highly appreciated by its patrons, the people of the district east of the Suwannee river, while there are students annually from several States of the Union.

It has a fine seminary building, barracks and campus, and is well prepared to do the work, laid out in its annnual catalogues. Its President, Col. E. P. Cater, writes as follows of its work of the present year:

EAST FLORIDA SEMINARY,
GAINESVILLE, FLA., December 30, 1891.

Major A. J. Russell, State Superintendent Public Instruction, Tallahassee, Fla.:

MY DEAR SIR—In accordance with your request I herewith hand you brief notes of the work done at the seminary during the year 1891.

With kind regards and best wishes, I am,

Very truly yours,

EDWIN P. CATER,
Superintendent E. F. S.

During the year 1891 there has been in attendance at East Florida Seminary students from twenty-three counties of Florida, and from seven other States.

The work done by the students is of the most practical and helpful character, as is evidenced by the ease with which the graduates secure lucrative positions of all sorts, and by the satisfactory manner in which they conduct and sustain themselves in those positions.

In May, 1891, twelve young men and one young lady were awarded diplomas by the seminary, and of this number several are doing good work in the public schools of the State, and others have secured good positions as book-keepers in banking and other business houses.

In addition to the ordinary curriculum, the students have the opportunity of thorough training in type-writing and stenography.

The teachers are excellent in their several departments and are doing earnest and successful work.

The mess-hall is in excellent hands and the students are entirely satisfied with the fare provided them.

The cost of attendance at the seminary is very moderate.

THE FLORIDA STATE NORMAL COLLEGE.

This excellent school is situated at DeFuniak Springs, in Walton county, West Florida, a locality famed for its excellent health and the character of its people. The work of this institution is, as its title tells, to prepare young men and women to teach in the public schools of the State. It is supported by the State and like all the schools in Florida operated by public funds, is free of tuition charges.

The course of study embraces two years' work and there are two classes, the junior and senior.

The junior class are in the following studies: rhetoric and composition, general history, mathematics, Latin, physics, drawing.

The senior class are in the following: English literature, history and essay writing, Latin, mathematics, chemistry, physics, astronomy, drawing, and civil government and Florida school laws.

It was hoped that many students would be fully prepared in public schools to enter freely upon this course, but in this the faculty have been disappointed and it has become necessary to add an Academic Department, in which students are reviewed or prepared in the following course: English grammar, geography, United States history, arithmetic, penmanship and drawing, elocution and dictation and book-keeping, embracing the work of one school year.

For the maintenance of discipline the college relies principally upon appeals to the moral sense of the students. No student who is insensible to such appeals will be permitted to remain in the institution.

The governing board consists of the Governor of the State, who is president. The State Superintendent of Public Instruction, who is secretary. The Secretary of State, the Attorney-General and State Treasurer. The diplomas of this college constitute life State certificates.

I take pleasure in inserting the following letter from the President, Prof. H. Noel Felkel:

DEFUNIAK SPRINGS, FLA., December 30, 1891.

Hon. A. J. Russell, State Superintendent of Public Instruction, Tallahassee, Fla.:

SIR—I have the honor to submit the following as a report of the State Normal College located at this place:

The attendance for the present scholastic year has, all things considered, been most encouraging, for while the total number enrolled is not so great as last year, the daily average has been better than at any other period in the history of the institution. At this time twelve counties are represented in the school. I am satisfied, however, that with more extensive advertising it would be possible to have students from every county in the State and it is hoped that the legislature in making future appropriations to the college will provide for the expense of advertising in such manner that the people of the whole State may be informed as to the advantages offered by this school.

Notwithstanding the growth of the institution and the consequent increased demands for a larger appropriation, the last legislature did not grant as much as was allowed in previous years, and it is easy to understand that we are greatly

hampered in our efforts to make the school as successful as we had wished. But we are nevertheless doing most excellent work, work that must ultimately have a very great influence in the educational development of the State. Our students show themselves thoroughly interested in their studies and it may truthfully be said that the spirit of the school is one of industry and earnest effort.

The school is provided with a commodious dormitory, so that we have been able to provide accommodations for all students that come to us from abroad. The minimum board at the dormitory is ten dollars per calendar month. Many students, however, board themselves at a much lower rate.

The apparatus—chemical, physical, mathematical and astronomical—is in good condition, and though not so complete as it should be, we are enabled with the pieces provided to illustrate many of the most important scientific truths. It is a fair estimate to value the apparatus belonging to the school at six hundred dollars.

The buildings, consisting of the dormitory, the president's residence and the college building proper, are all in good condition and all insured against loss by fire.

The total value of the property belonging to the school, including buildings, furniture and apparatus, is seven thousands dollars. Respectfully submitted,

H. N. FELKEL.

THE FLORIDA NORMAL AND INDUSTRIAL COLLEGE.

This is a college for colored youth of both sexes who desire to be prepared for teaching in the public schools for the youth of their race, was founded by the State in 1887, and is supported by annual appropriations made by the legislature; it has since become the recipient of one-half the amount appropriated by congress under what is known as the Morrill Bill, beginning with $15,000.00 and increasing each succeeding year $1,000.00 until the appropriation shall reach the sum of $25,000.00 when the fund becomes permanent at that sum. In it is an academic department, a normal department, an agricultural department, and an industrial training department. It is situated upon one of the commanding hills surrounding the city of Tallahassee and sloping back to the woodlands to the South; has an ample farm area, fruit groves, a college building, an industrial training and laboratory building and commodious dormitory and barns. The Farm is supplied with all modern implements and labor saving machines; the laboratory with chemicals and appliances, and the industrial training building with tools, implements,

lathes, and steam power, thus being amply and excellently equipped for its important work; it has a large library of practical books of reference, history, encyclopedias, etc.

THE DESIGN

Is to prepare the students who enter to go out into the field of teaching prepared to teach the books, and literary knowledge, and also be thoroughly enabled to give instruction in tool craft, and trade work, practical, economical farming, the dairy, and care of stock. Every male student is required to take the course in theoretical and practical farming in the school and field, and barn, and every female the course so far as the farm housewifery goes in the agricultural course and in the dairy from the udder to the creamery and butter making, in the general laundry, mangling department, and housekeeping, and the abiding hope for this institution is that Florida will have in the very near future teachers to the manor born, of the negro race, who shall be able to teach the young a practical, and thorough training fitting them for the more essential and useful avenues of life.

The following letter from the president will give further information:

TALLAHASSEE, FLA., December 30, 1891.

Hon. A. J. Russell, State Superintendent Public Instruction, Tallahassee, Fla.:

SIR—I beg leave to submit the following report relative to the Florida State Normal and Industrial College for colored students:

At the close of the last session, the institution was removed from its original location on College Hill to "Highwood," a fine and commanding site overlooking Tallahassee. A princely manor house, a fine type of the mansion of *ante bellum* days, crowns the apex of the hill on which the building is situated; ancient massive oaks, gnarled in branch and stem and festooned with moss, rare shrubs, graceful plants and exquisite flowers render the spot just such an one as the fancy might well picture as the retreat to which the Gods of classic mythology were wont to resort for council and merriment. The manor house, with its spacious rooms and halls, is used for recitations and girls' dormitories. A hall for the mechanic arts, seventy-two by thirty-six feet, is situated west of the manor house; twenty by ten feet of it is reserved for a laboratory. West of the hall are barns; south of these is the boys' dormitory building. With the exception of the main structure and the barns, the two other buildings and all substantial

improvements on the grounds have been made since the school took possession of the premises on the 28th May, 1891.

The magnificent and handsome manor house and the other houses harmonizing therewith, the lovely grounds, the picturesque scenery of hill and dale rising in gentle succession until lost in the haze of the distant horizon—all these have had their marked effect in making the institution still more popular with, and attractive to the race for whom it was founded.

Our registered enrollment is sixty-eight, and were the terms of admission unrestricted as to age and scholarship, we should soon be overcrowded; as it is, it is not likely that we shall be able to accommodate at least all the female applicants with board and lodging next year. Our mechanical department was formally opened the latter part of November, owing to the late arrival of the tools. These implements of industry are of the very latest and most approved patterns. I do not think I hazard too much in saying that our mechanical department is one of the best, if not the best equipped in a school of this kind in the South. Both the novelty of handling, and the acquisition of knowledge in the use of tools, serve as strong incentives with the boys in this line of our operations. Many already display taste, while all show commendable progress. When the engine, which is now being set in place, shall have been put in operation, as a motor power, we shall feel like indulging in a bit of pride in feeling that we are fairly on the road to produce teachers for the State of Florida, armed and equipped in brain and brawn to train their youthful charges aright.

During the summer, we raised an abundance of three varieties of millet, grain and fodder corn, peas, sweet potatoes, and hay, by far more than is needed for our wants. With the exception of the corn, due to french, which came out during cultivation, all our experiments of every kind proved successful. We are at present experimenting on an arctic grass from which we expect good results, as a winter feed for stock.

All we have accomplished within a year since the removal of the institution to "Highwood" would seem to point to happier results in the future, both for the colored race and for the agricultural and other industrial interests of Florida.

Our normal school work, the chief objective end of the school, grows steadily in interest and success. The first graduating class will go out into the world with the close of the session, the forerunners, we trust, of many similar bodies to follow.

With thanks to Providence for achievements had, thus far, and with a strong abiding faith in continued prosperity of our arduous, but very necessary work.

I have the honor, respectfully, to submit this report.

T. DE S. TUCKER.

INSTITUTE FOR BLIND AND DEAF MUTES.

This noble school for these afflicted and unfortunate youths, located near the city of St. Augustine, is entirely supported by the appropriations annually made by the legislature. It is one of the greatest blessings resulting from the liberal system of education Florida is affording her youth.

Fifty of these unfortunate children of both races and sexes are receiving an education now at this institution.

Tuition, board and clothing are furnished free of charge by the State; the course of instruction given is as near that of the public schools as possible in the literary department, while carpentry and cabinet work, printing and truck gardening are taught the seeing boys, and house work, needle work and other work adapted to the seeing girls; the blind are taught music, bead work, and it is designed to teach them also basket and broom making. A neat little paper is now printed and regularly issued by the pupils of the institute under the direction of their foreman, who is also a deaf mute. It is hoped that by the school census now in process of being taken of all youth of the school age that the post office address of all parents and guardians of blind or deaf mute children will be obtained, so that the proper parties may place themselves in correspondence with them or visit them, and induce them to send their afflicted children to the school that they may enjoy this great privilege and in some part be compensated for the deprivation of their senses. The faculty, under the lead of Prof. Wm. A. Caldwell, are a devoted, admirably qualified band of sympathetic workers and the value of their influence with these afflicted children of the State can only be measured by Him who knoweth all things.

The following from Prof. Caldwell will give further information:

ST. AUGUSTINE, FLA., December 31, 1891.

To the Hon. A. J. Russell, State Superintendent of Public Instruction, ex-officio Secretary of the Board of Managers of the Florida Institute for the Deaf and the Blind.

SIR—In accordance with custom, I present herewith a statement of this school's progress during the past year. The session closed last June with thirty-seven pupils in attendance,

twenty-four in the white department and thirteen in the colored. There had been four others in attendance during the session, but they were called home by the sickness of relatives or from other causes before the close of the term. These with the new pupils who have entered this term, make the total number forty-nine enrolled during the year 1891. I regret to say that seven of these pupils, present last term, have not returned. Two of the seven were not expected back, one being over twenty-one and the other having been dismissed. The remaining five should be here under instruction and I have also been disappointed by the non-appearance of several new pupils, whose parents had promised to send them. It is but natural that the father and mother of an afflicted child should cherish an especial affection for that one, and should dread separation from it. And yet to us, who look ahead to mature years of that deaf or blind child and think of the time when he must face the world alone, the act of refusing them an education seems but little short of criminal. A parent who would cut off his child's arm or otherwise maim him physically, would be regarded with horror by the public ; yet the neglect of having a deaf or blind child educated, is an even greater cruelty to him than mere physical injury would be. It must be admitted that there is a kind of aversion to schools of this kind, and it is directly traceable to the unfortunate name of "asylum," which was adopted by the first institutions for the deaf established in America. The men who were active in founding these schools soon foresaw the misapprehension which was certain to arise from the use of that title, and hastened to correct it, so far as lay within their power. But the name has gone into popular usage and will probably continue there. As a consequence schools for the deaf and the blind are associated in the public mind, with lunatic asylums, homes for the idiotic and reformatory institutions, and it is hard indeed to make some understand that our work is simply and purely *educational.*

The pupils enrolled during the year are from the following counties: Alachua, 7; Brevard, 3; Duval, 7 ; Escambia, 1 ; Gadsden, 1 ; Hamilton, 1 ; Jackson, 4 ; Jefferson, 1 ; Lake, 1 ; Levy, 1 ; Marion, 10 ; Madison, 1 ; Nassau, 2 ; Orange, 1 ; Pasco 2 ; Polk, 1 ; St. Johns, 3 ; Suwannee, 1 ; Washington, 1 ; total, 49.

Fifteen of these were colored and thirty-four white: nine blind, and forty-one deaf, one boy being both deaf and blind.

Miss McMillan resigned her position as teacher of articulation last year at the close of the term, much to my surprise. She had been a faithful teacher and was greatly loved by her pupils. Our teaching force was quite limited in numbers last

year, owing to the small appropriation, but the provision made by the legislature has enabled us to add to our number of instructors and to do much more effective work than was possible last year. It is generally agreed among teachers of the deaf that every child should be afforded an opportunity to learn to speak," and this is one aim of this school. It is not in my opinion less important to admit that all deaf children cannot profitably be taught by the oral method. Impressed with these truths, I have arranged our work in the department for the deaf as follows: Half of the daily session, the white pupils are under the instruction of Mrs. Rosa Keeler, an experienced and successful teacher of articulation, during the same time the pupils of the colored department are being taught the use of language by the manual (or so called sign) system, by Miss Oakley Bockie, a lady who has had no previous experience in teaching the deaf, but who filled the position of assistant matron last year, and made good use of the opportunity thus afforded of acquainting herself with the work of manual instruction. After recess each day, these ladies exchange places, and by this means every child has daily training in speech and yet does not have to depend upon that as his only way of securing an education. In addition to this, there is one class of small children in the white department who remain during the entire session in charge of their teacher, Miss Olive Hart, a lady who comes to us highly recommended from the Rochester school.

Miss Sims continues in charge of the blind pupils, alternating from one department to the other—not a desirable method, but the number of blind children is so small as not at present to justify the employment of more than one teacher.

In the industrial department, type-setting and printing have been introduced, and under the instruction of Mr. John Finnerty, our boys are making excellent progress in the "art preservative." Instruction also continues in the carpenter shop and the photographic rooms. During the past year, many improvements have been made on the buildings and about the grounds. The health of pupils and officers has been excellent, there having been almost no sickness during the entire year. While this exemption from disease is doubtless due in part to the regular life led at the institute, still it is equally certain that much of it is to be credited to the healthfulness of this locality.

Respectfully submitted,
WM. A. CALDWELL,
Principal.

A REFORMATORY SCHOOL.

To complete our excellent system of public education, we need now only a Reformatory School, with farm and shops as well as the books, into which the tainted and vicious youth of our cities, towns and villages may be placed, and while being educated so trained also morally that they may leave the school prepared to enter upon a good useful citizenship. Such a school would be in the interest of true economy in that it would relieve the public treasury greatly of that most horrible expense of the jails and State prison, from which rarely ever comes any other return but hardened criminals and abandoned hope, but to return to prison for deeper and more dreadful crime.

TEACHERS' INSTITUTES.

Exceedingly profitable and improving Teachers' Institutes and Summer Normal Schools have been held during the school year, and immediately after the closing of the schools, in most cases.

These have been organized and conducted by the County Boards of Public Instruction and the County Superintendents; competent instructors have been selected and employed and the result has been patent in the work of the schools from the beginning of the present school year. The progress and advance of these counties in which these Institutes have been held is indisputable evidence of the benefit resulting from them, and proof that they should be held in every county every year, or in groups of counties contiguous to each other.

These counties holding them as reported to this office are: Escambia, Holmes, Washington, Jefferson, Suwannee, Columbia, Bradford, Alachua, both for white and negro teachers separate, Marion, Volusia, Putnam, Orange, Polk, Manatee, Lafayette and Levy. Length of term ranging from two weeks to two months.

ARBOR DAY, JANUARY 8, 1891.

In obedience to your proclamation setting apart the 8th day of January, the anniversary of the battle of New Orleans, under Gen. Andrew Jackson ("Old Hickory"), I issued a circular letter to each county superintendent urging a hearty participation in the exercises of the day by all the schools, and prepared and sent out a programme of exercises as such, suggestive of the order and lessons of the day.

I have received reports from fifteen counties; doubtless many other counties observed the day but their superintendents overlooked the matter of reporting. These report 276

schools participating, number of pupils 8,924, number of patrons present 1,943, number of trees planted 2,711. The State institutions engaging in the exercises of the day were the Florida Agricultural and Mechanical College, the State Normal College at DeFuniak Springs, the State Normal and Industrial College for Negro Students. One of the happiest results of Arbor Day in Florida is the beautiful rows of thrifty oaks and stately magnolias which now adorn and beautifully shade the campus of the Agricultural and Mechanical College at Lake City. The people, school officers, teachers and pupils are pleased with the day, its usefulness and exercises.

TABLES.

For detailed information, financial, statistical and otherwise, I refer you to the tables at the close, which, compared with the report for 1889-90 up to September 30, will at once show you the material growth and increase of the whole system.

CONCLUSION.

I cannot refrain from again addressing to Your Excellency my sincere thanks for the warm sympathy and support so generously given me in my arduous and responsible work, and heartily congratulate you upon the prosperity, growth and improvement of the public school system of Florida during your administration.

ALBERT J. RUSSELL,
State Superintendent Public Instruction.

REGULATIONS

PREPARED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION AND ADOPTED BY THE STATE BOARD OF EDUCATION.

OFFICERS.

REGULATION 1.—QUALIFICATIONS.—Persons, to be eligible to appointment to offices in his department must be well endorsed as possessing, substantially, the following qualifications:

"They are personally known to us as citizens of good moral character, upright, responsible, possessing a fair education, and desirous of extending the benefits of free public instruction to all classes of youth. As officers, they will be found competent, impartial and faithful in the performance of their duties. For these reasons we commend them for appointment."

REGULATION 2.—School Supervisors will be governed, in the general management of their affairs, under the directions of the Board of Public Instruction of the county.

TIME OF ISSUING CERTIFICATES.

REGULATION 3.—Although a Board of Public Instruction may examine teachers and grant certificates, at any time or authorize the County Superintendent to do so, which may continue in force in the county for one year from date, yet it may be found desirable to fix upon certain days and places at which this particular duty will be attended to. Certificates may be issued to expire within the year, to correspond with the times of holding the meetings. By such an arrangement, both the board and teachers would be accommodated.

Ample notice should be given of all such meetings by the County Superintendents, so that every teacher, or person desirous of teaching, may have the opportunity of preparing for the examination.

REGULATION 4.—All applicants for First Class or State Certificates, must apply through County Superintendents, under whom they are employed, and have the endorsement of both the Superintendent and Chairman of the County Board of Public Instruction in every case.

All teachers applicants for examination with a view to obtaining certificates, must be examined in the School Laws of Florida in reference to State Board of Education, State Superintendent of Public Instruction, County Boards of Public Instruction, County Superintendents, and teacher's duties and authorities.

Examinations will be conducted at, or during, County Institutes as far as possible.

REGULATION 5.—TEACHER'S CERTIFICATES OF THE FIRST CLASS will be granted by the State Superintendent of Public Instruction to eminently successful teachers of the second class who, on examination, answer 85 per cent. of the questions submitted in the branches usually taught in high schools.

Graduates of normal schools may receive First Class Certificates without examination, who hold diplomas from colleges of undoubted reputation and other colleges in which Pedagogics are taught. No exception will be made to this regulation except the State Superintendent shall have strong and satisfactory reasons for the same.

REGULATION 6.—Third and Second Class Certificates will be issued by the County Boards of Public Instruction based upon the following:

Any person, to be considered a teacher in the meaning of the school law, or entitled to compensation for services or any of the privileges and immunities of a teacher, must, at the time of performing the services or claiming the immunities hold a teacher's certificate unimpaired by suspension, revocation or limitation.

ELIGIBILITY.—A candidate for teaching, to be *eligible to an examination*, must produce satisfactory evidence of being of strictly temperate habits and maintaining a good moral character.

And—

1st. To be able to read intelligently from any school reader in common use, and properly teach the same.

2d. To spell correctly the words of any ordinary sentence.

3d. To be able to write well and teach the same.

4th. To solve readily the questions involving the rules of arithmetic, to square root, and to explain the principles on which their solution depends.

5th. To have a general knowledge of geography; as the location and boundaries of continents; the relative positions of the principle countries, oceans, seas, and rivers; the boundaries and capitals of the United States and of several States and Territories, and the counties and rivers of Florida.

6th. To have a general knowledge of the history of the United States and of the State of Florida.

7th. To have a good practical knowledge of school organizations, classification, management and discipline, and of the arts of interesting youth and imparting instruction.

Rule.—No certificate will be issued to applicants who, on examination, fail to answer 75 per cent. of the questions

submitted in the above branches for a Third Class Certificate.

The following for a Second Class Certificate:

SECOND CLASS.—In addition to the foregoing qualifications a candidate for a Second Class Certificate must, on examination, be able—

1. To read with ease and accuracy.
2. To write a plain, free hand, and teach the same.
3. To spell correctly.
4. To solve readily the questions in any practical arithmetic in common use.
5. To have a good knowledge of geography.
6. To be familiar with the English Grammar, so as to apply its principles correctly in composing, spelling and puncuating a letter, or an ordinary sentence.
7. To have a good knowledge of the outlines of general history, and especially that of the United States and of Florida.
8. To be acquainted with the elements of book-keeping.
9. To understand and be able to explain the principles which underlie the branches taught.
10. To understand well the proper organization, classification, management and discipline of a school, the improved methods of teaching, and possess good self-control.

No applicant will be awarded a certificate, who, on examination, fails to answer 80 per cent. of the questions proposed in the above branches.

REGULATION 7.—The State Board of Education are deeply impressed with the fact that the large majority of the children in attendance upon the public schools are the children of the poorer people, and will fill the large and important classes of farmers, workmen, mechanics and artisans of the State, and that to impart to them only the knowledge to be derived from the school books, excellent and necessary as it is, will but illy equip them for the sphere of life to which in Providence and circumstances they are very sure to be called, and are still more impressed with the necessity of imparting to them some knowledge (to the boys especially) of the useful and necessary tools and implements used in the arts and trades, and to the girls some training in sewing, cookery and housewifery in general by simple illustrative lectures or talks upon their use, and the general principles involved, so that a taste may be cultivated for these very useful and important vocations in life, and some knowledge imparted of them, but mainly to impress them with a true and proper conception of the honor and dignity of honest labor. County Superintendents and Boards of Public Instruction are urgently

and specially called upon to give their earnest attention to this very important feature of school work and instruction.

REGULATION 8.—The evil of intemperance abroad in the land demands the attention of all true men and women everywhere, that its tide may be turned back, and the great social evil abated, therefore the State Board of Education call upon all County Superintendents and County Boards of Public Instruction to see that the pupils are from time to time, as the regular work and duties of the school will permit, impressed with the evils flowing from the use of intoxicants and narcotics morally, physically, socially and financially, so that a wholesome conception of the evil and ruin wrought by them may be had by every pupil.

REGULATION 9.—As the spirit of the school law clearly intends to prevent entanglement at all possible by contracting or bargaining among members of the County Boards of Public Instruction, therefore the State Board of Education would most earnestly admonish all members of these Boards to entirely refrain from the employment of persons in any manner who are nearly allied to them by the ties of relationship, specially of a close nature, and would especially suggest to those who in the past have been thus situated to free themselves at once of the entanglement, and that in the future no one will be recommended for appointment in any relation in the school work who contemplates such employment.

A very considerable part of the dissatisfaction which does exist in some school neighborhoods is created by this condition of affairs, and the general cause of education in the State must be relieved of it.

REGULATION 10.—All teachers should of their own purpose seek from time to time to advance the class of their certificates by diligent and persistent study and the constant reading of the best journals of school work, and books treating methods, discipline and government of the schools, and so pass from the lowest to the highest grade of cirtificate, and carry with it the increased capacity for the true work of the school room.

County Superintendents discovering a disposition on the part of certain teachers to remain content with any certificate they may be fortunate enough to obtain, exhibiting no desire to rise higher or to become better qualified for their important work, should at once report the same to the Board of Public Instruction and recommend their removal from the corps of teachers in the county.

The authority for making these Regulations will be found in the School Law Pamphlet, pages 7 and 8, section 13, clauses 5th and 11th.

TABLE No. 1.

COUNTIES.	Whole Number of Schools.	Number of White Schools.	Number of Colored Schools.	Total Enrollment, including both Races.	Average Attendance, including all Colors.	Number of White Children Enrolled.	Number of Colored Children Enrolled.	Number of Teachers in all Schools.
Alachua.....	101	60	41	5650	3128	5654	3127	132
Baker.....	36	31	5	1054	702	822	232	36
Bradford.....	50	41	9	1865	2356	414	1942	60
Brevard.....	39	34	5	700	522	590	110	44
Calhoun.....	27	20	7	601	411	457	144	27
Clay.....	53	45	8	1329	777	1047	282	55
Columbia.....	69	44	25	3080	2170	1552	1528	77
Citrus.....	33	30	3	597	426	522	75	34
Dade.....	6	6	..	114	80	114	....	6
Duval.....	81	48	33	4265	3114	1922	2344	135
DeSoto.....	51	50	1	1726	1750	1714	12	52
Escambia.....	55	35	20	3532	2408	2078	1454	81
Franklin.....	6	3	3	573	385.25	319	254	12
Gadsden.....	68	40	28	2962	1855	1171	1791	72
Hamilton.....	65	45	20	2068	1086	1381	687	70
Hernando.....	27	19	8	729	466	480	249	21
Hillsborough.	78	69	9	2961	1892	2515	446	89
Holmes.....	41	40	1	1330	849	1310	20	44
Jackson.....	82	50	32	4466	2635.09	2086	2377	85
Jefferson.....	65	30	35	3971	2347	1062	2909	79
Lafayette.....	43	42	1	1028	718	1028	....	41
Leon.....	59	25	34	3681	2159	569	3112	67
Levy.....	54	41	13	1709	1040	1102	607	56
Liberty.....	15	9	6	385	245	216	169	15
Lee.....	17	16	1	293	216	277	16	17
Lake.....	62	51	11	1783	1185	1379	404	72
Madison.....	80	44	36	3599	27	1455	2144	22
Manatee.....	38	37	1	880	718	840	40	40
Marion.....	112	74	38	5002	2979	2326	2676	134
Monroe.....	10	8	2	1456	816	719	737	28
*Nassau.....	58	*41	*17	*2126	*1831	1054	857	69
Orange.....	84	68	16	2626	1624	1817	809	99
Osceola.....	33	27	6	729	4124	646	83	28
Polk.....	78	71	7	2468	1565.47	2334	134	89
Putnam.....	73	49	24	2630	1655	1485	1145	86
Pasco.....	35	33	2	1117	729	1085	29	39
St. Johns.....	33	26	7	1354	1042	864	490	51
Santa Rosa...	77	66	11	2529	1808	1891	638	50
Sumter.....	39	30	9	1499	1012	1057	442	51
Suwannee.....	73	49	24	3032	1842	1780	1252	78
Taylor.....	33	32	1	815	543	767	49	22
Volusia.....	63	48	15	1971	2175	1355	616	70
Wakulla.....	28	18	10	816	462	509	307	27
Walton.....	57	50	7	1692	1076	1492	200	54
Washington...	61	52	9	1813	1052	1420	393	58
Totals.....	2348	1747	601	94019	62004.81	56677	37342	2641

*Taken from Report of 1890.

TABLE No. 2.

NAME OF COUNTY.	Assessed value of Property, Personal and Real, in County.	Number of Mills Levied.	Amount of School Tax Raised for the Year by the County.	Amount Received from Common School Fund.	Amount Received From the State One Mill Tax.	Value of each School Building and Grounds.	Value of Furniture in Schools.
Alachua	$ 4,392,562 23	4	$ 28,636 07	$ 2,527 02	$ 6,017 20	$ 22,775 00	$ 5,280 00
Baker	635,875 00	4	3,080 00	325 68	793 80	2,490 00	800 00
Bradford	13,618 58	5	8,125 29	554 60	847 00	11,280 00	2,750 00
Brevard	1,454,269 00	5	8,111 34	256 53	632 10	5,200 00	600 00
Calhoun	485,747 00	3	1,457 24	242 59	582 40	805 00	.....
Clay	1,540,158 00	4½	9,666 44	463 33	1,122 80	9,170 00	1,800 00
Columbia	1,757,000 00	4	12,819 40	1,143 10	2,733 50	10,100 00	2,310 00
Citrus	1,150,840 21	5	5,298 62	203 25	503 80	1,995 00	465 00
Dade	6,532 54	3	2,159 98	29 79	91 70	5,000 00	335 00
Duval	8,460,360 00	4½	29,683 17	2,153 50	5,131 00	52,100 00	6,395 00
De Soto	2,577,910 00	4	.....	526 87	1,271 20	.....	412 75
Escambia	4,208,874 00	5	21,276 90	1,462 34	3,514 70	30,298 00	5,364 24
Franklin	658,709 05	3½	2,893 19	180 54	449 40	8,750 00	1,200 00
Gadsden	1,071,428 00	4	5,552 87	1,407 11	3,250 10	7,550 00	850 00
Hamilton	1,496,834 00	3	4,996 27	735 43	1,766 10	16,555 00	3,380 00
Hernando	99,440 00	5	5,402 19	293 80	566 30	7,100 00	475 00
Hillsborough	4,317,844 32	4½	22,810 83	1,038 99	2,486 40	17,000 00	3,640 00
Holmes	856,944 00	4½	4,130 43	422 44	1,023 40	2,350 00	100 00
Jackson	1,828 892 96	3½	6,928 66	874 08	2,095 10	.....	.....
Jefferson	1,683,994 00	5	11,291 97	2,003 93	4,776 10	7,225 00	759 01
Lafayette	920,000 00	5	5,436 20	356 36	866 60	.....	61 50
Lake	3,520,923 00	4½	23,254 88	708 29	1,701 70	.....	.....
Lee	1,030,000 00	4	4,600 00	93 22	242 20	4,300 00	1,035 00
Leon	2,080,268 33	1	3,937 95	2,263 24	5,501 40	17,710 00	2,480 00
Levy	1,499,920 00	5	6,240 27	497 67	1,159 20	4,370 00	1,040 00
Liberty	320,858 00	4	1,370 40	120 95	308 00	995 00	200 00
Madison	1,558,940 00	4	7,839 54	1,157 90	2,792 30	6,650 00	1,175 00
Manatee	1,300,000 00	4	3,868 12	496 09	486 60	5,200 00	1,310 00
Marion	5,333,229 54	3⅜	20,477 80	2,023 60	4,846 80	33,575 00	4,624 00
Monroe	2,811,625 00	3	10,461 98	1,321 30	3,126 30	17,500 00	2,050 00
Nassau	1,982,820 39	5	10,471 10	822 16	1,971 90	17,000 00	1,800 00
Orange	5,165,203 39	3⅞	21,486 50	848 65	2,030 00	45,108 00	18,357 60
Osceola	1,459,090 00	3½	5,346 80	270 51	662 90	4,550 00	585 00
Pasco	1,608,650 00	5	8,273 46	364 03	884 80	12,475 00	1,702 85
Polk	.....	5	27,632 64	798 86	1,916 60	30,245 00	3,500 00
Putnam	3,312,155 00	5	16,560 00	804 46	1,929 90	9,950 00	1,120 00
Saint Johns	2,400,000 00	5	13,397 44	622 15	1,497 30	23,850 00	1,895 20
Santa Rosa	1,259,940 00	5	8,077 16	728 35	1,749 30	3,100 00	200 00
Sumter	1,709,984 54	5	11,569 72	405 03	982 10	6,400 00	1,220 00
Suwannee	1,654,693 08	4	7,334 14	609 76	1,467 90	9,930 00	2,565 00
Taylor	544,380 00	3½	2,395 03	273 17	669 20	780 00	.....
Volusia	4,180,590 00	3¾	21,537 20	543 39	1,310 40	29,431 10	6,218 68
Wakulla	408,945 00	4	2,200 00	221 84	547 40	300 00	.....
Walton	1,057,881 60	4½	5,502 49	376 12	913 50	3,465 00	250 00
Washington	1,135,030 88	5	6,743 15	356 95	858 00	6,570 00	725 00
Totals	$86,898,910 45	189¼	$45[illegible],334 43	$33,928 93	$79,995 90	$ 509,947 10	$90,800 83

TABLE No. 3.

NAME OF COUNTY.	Number of white male pupils.	Number of white female pupils.	Salaries of Teachers	Salaries of Superintendents.	Am't paid Boards of Public Instruction.	Incidental expenses.
Alachua	1,288	1,162	$ 29,417 84	$ 1,200 00	$ 179 60	$ 2,299 62
Baker	430	392	3,440 00	200 00	132 00	20 00
Bradford	1,027	915	9,282 50	420 00	145 00	799 47
Brevard	236	304	5,857 50	600 00	189 00	936 80
Calhoun	235	222	2,342 00	250 00	200 00	275 00
Citrus	279	243	5,020 25	360 00	192 65	211 77
Clay	525	522	7,286 50	420 00	201 20	2,194 24
Columbia	806	746	11,282 75	540 00	130 50	1,278 78
Dade	63	51	1,410 00	60 00	77 80	46 80
DeSoto	829	885	8,402 27	516 64	221 00	2,030 67
Duval	.....	.....	34,645 50	1,200 00	221 80	7,095 16
Escambia	1,047	1,031	19,979 41	900 00	200 00	1,239 74
Franklin	154	175	2,130 00	75 00	72 00	1,260 00
Gadsden	567	604	8,621 00	600 00	212 80	495 37
Hamilton	744	637	6,971 13	480 00	156 80	552 07
Hernando	150	216	4,675 00	450 00	70 00	592 70
Hillsborough	1,272	1,243	23,711 50	1,200 00	176 80	1,724 71
Holmes	677	633	4,156 00	300 00	126 65	30 40
Jackson	1,079	1,007	9,967 00	300 00	243 20	411 61
Jefferson	.....	.....	12,691 25	720 00	271 55	2,048 37
Lafayette	576	452	4,415 50	240 00	283 00	75 00
Lake	677	676	16,565 15	1,080 00	647 99	384 33
Lee	131	145	500 00	300 00	128 60	761 24
Leon	295	274	10,360 00	1,020 00	97 75	75 80
Levy	587	515	1,618 00	600 00	170 40	249 31
Liberty	121	95	1,128 00	150 00	196 80	25 60
Madison	687	768	8,729 00	774 00	172 40	927 62
Manatee	398	442	1,124 50	500 00	79 00	335 03
Marion	1,214	1,112	23,573 50	960 00	262 80	1,250 16
Monroe	335	384	11,631 71	400 00	.....	4,202 07
Nassau	553	500	11,777 25	620 00	162 20	1,283 29
Orange	915	902	25,635 16	1,300 00	273 20	1,256 93
Osceola	.....	.....	6,147 00	600 00	132 40	735 25
Pasco	546	542	5,912 00	600 00	132 00	270 48
Polk	1,223	1,113	3,147 30	1,000 00	250 00	445 00
Putnam	757	728	17,732 25	900 00	160 00	33 85
St. Johns	433	429	9,884 50	600 00	427 96	1,883 78
Santa Rosa	979	912	9,587 85	900 00	149 20	888 99
Sumter	534	503	1,500 00	600 00	122 60	29 12
Suwannee	949	831	8,540 07	600 00	203 20	313 31
Taylor	395	372	2,940 00	200 00	150 00	200 00
Volusia	712	643	17,291 33	870 66	302 30	1,132 28
Wakulla	240	260	2,520 00	220 00	155 20	130 00
Walton	835	657	5,495 00	215 00	122 30	430 05
Washington	752	668	5,420 00	480 00	151 20	997 80
Totals	26,298	24,911	$422,464 47	$26,521 30	$8,357 85	$43,859 57

TABLE No. 4.

NAME OF COUNTY.	Number of Private Schools and Colleges.	Number of Negro Male Pupils.	Number of Negro Female Pupils.	Number of Negro Teachers.	Number of White Teachers.
Alachua	4	2,871	2,779	59	73
Baker	.....	107	125	5	31
Bradford	.....	215	199	10	50
Brevard	.....	62	48	3	42
Calhoun	.....	67	77	4	18
Citrus	1	39	36	3	31
Clay	.....	148	134	9	46
Columbia	2	708	820	27	50
Dade	2	.....	.....	.....	*9
DeSoto	.....	8	4	1	51
*Duval	.....	.....	.....	55	80
Escambia	10	687	767	26	55
Franklin	3	108	146	5	7
Gadsden	1	895	896	29	43
Hamilton	4	338	349	20	50
Hernando	.....	105	144	9	21
Hillsborough	3	202	244	11	78
Holmes	3	10	10	1	41
Jackson	.....	1,210	1,167	31	54
Jefferson	2	.....	.....	39	40
Lafayette	2	.....	.....	.....	41
Lake	2	208	196	12	60
Lee	2	8	8	1	16
Leon	4	1,463	1,649	33	34
Levy	10	310	297	14	42
Liberty	.....	87	82	6	9
Madison	6	1,025	1,119	39	46
Manatee	.....	18	22	1	39
Marion	1	1,242	1,434	48	86
Monroe	.....	341	396	8	20
Nassau	.....	406	451	22	45
Orange	10	397	412	21	78
Osceola	.....	2	.....	2	26
Pasco	7	16	13	2	37
Polk	.....	70	83	.....	89
Putnam	1	548	597	29	57
St. Johns	4	226	264	13	38
Santa Rosa	11	298	340	9	51
Sumter	15	206	236	12	40
Suwannee	7	606	646	26	52
Taylor	.....	25	24	1	23
Volusia	3	277	339	17	53
Wakulla	.....	160	166	9	18
Walton	10	90	110	4	37
Washington	.....	183	210	9	49
Totals	130	15,992	17,039	685	1,956

*Taken from Report of 1890.

*This county failed to report.

TABLE No. 5.—CENSUS OF SCHOOL POPULATION, 1888.

COUNTIES.	No. of Youth between the ages of 4 and 21.	No. of Youth between the ages of 6 and 21.	No. of Males between the ages of 4 and 21.	No. of Females between the ages of 4 and 21.	No. of White Youth between the ages of and 21.	No. of Colored Youth between the ages of 4 and 21.	No. of Blind Youth between the ages of 4 and 21.	No. of Deaf Mutes between the ages of 4 and 21.	No. of Orphans between the ages of 4 and 21.	No. of half Orphans between the ages of 4 and 21.
Alachua	8,763	8,566	4,453	4,319	3,696	5,067	.....	.....	.....	.....
Baker	1,245	1,104	663	582	958	287	.....	1	5	124
Bradford	2,145	1,880	1,139	1,006	1,842	303	.....	2	40	307
Brevard	1,117	873	624	493	888	129	.....	3	26	103
Calhoun	875	802	479	396	658	217	.....	.....	3	71
Clay	1,687	1,574	902	785	1,295	392	1	1	53	324
Columbia	4,404	3,875	2,342	2,062	2,341	2,063	1	1	72	763
Citrus	748	689	441	308	677	72	.....	.....	....	.....
Dade	149	101	77	42	114	5	.....	.....	2	14
Duval	8,039	7,300	4,104	3,935	3,218	4,821	39	22	163	1,240
DeSoto	2,043	1,786	1,088	955	2,018	25	.....	.....	7	216
Escambia	5,868	4,991	2,946	2,922	3,254	2,614	1	2	92	750
Franklin	715	612	352	361	488	227	.....	.....	33	160
Gadsden	5,091	4,613	2,529	2,562	1,602	3,489	.....	12	73	231
Hamilton	2,846	2,493	1,474	1,372	1,787	1,059	1	1	37	357
Hernando	821	779	415	406	571	250	.....	.....	7	12
Hillsborough	4,014	3,522	2,142	1,882	3,395	619	.....	1	94	753
Holmes	1,642	1,432	852	790	1,586	56	2	2	31	126
Jackson	3,705	2,963	1,944	1,761	1,956	1,749	17	6	105	148
Jefferson	7,719	6,793	4,101	3,618	1,430	6,289	1	2	43	459
Lafayette	1,480	1,208	828	652	1,412	68	1	1	86	366
Leon	9,008	7,672	4,611	4,397	842	8,166	.....	1	188	775
Levy	1,897	1,626	1 007	890	1,260	637	.....	.....	26	235
Liberty	458	410	238	218	233	225	.....	.....	4	45
Lee	374	316	208	566	367	17	.....	.....	5	45
Lake	2,646	2,401	1,348	1,298	2,022	624	1	2	51	337
Madison	4,441	3,959	2,286	2,155	1,865	2,576	..	2	87	488
Manatee	702	668	372	330	662	40	.....	.....	7	89
Marion	7,845	6,894	3,976	3,885	3,389	4,472	6	8	212	1,063
Monroe	5,979	4,479	2,111	2,368	3,141	1,338	.. ..	.....	82	758
Nassau	3,450	2,787	1,786	1,664	1,644	1,806	3	6	31	448
Orange	3,161	2,870	1,662	1,499	2,378	783	4	.....	10	221
Osceola	954	917	491	463	879	75	.....	.....	10	98
Polk	2,959	2,708	1,502	1,425	2,667	288	1	.....	57	174
Putnam	2,940	2,727	1,490	1,450	1,117	1,823	.....	.....	45	37
Pasco	1,311	1,234	767	595	1,299	12	1	.....	3	38
St. Johns	2,445	2,109	1,036	1,073	1,410	699	.....	.....	27	133
Santa Rosa	2,908	2,469	1,601	1,307	2,170	738	.....	2	20	40
Sumter	1,452	1,373	795	657	1,019	433	... ...	.....	5	58
Suwannee	2,335	2,067	1,251	1,084	1,496	839	3	3	82	402
Taylor	1,073	926	590	483	1,021	52	.....	.. ...	26	234
Volusia	1,972	1,842	1,024	948	1,504	468	.....	1	21	193
Wakulla	871	752	388	362	556	315	.....	2	10	105
Walton	1,509	1,275	812	697	1,268	241	.....	2	.....	.....
Washington	1,339	1,210	715	634	1,120	219	.....	1	35	124
Totals	129,112	113,647	65,812	63,300	68,514	60,598	83	87	2,016	12,564

SUPERINTENDENTS OF COMMON SCHOOLS.

COUNTY.	NAME.	POSTOFFICE.
Alachua	W. N. Sheats	Gainesville.
Baker	G. R. Blair	Sanderson.
Bradford	Joseph L. Hill	Lake Butler.
Brevard	John H. Sams	Courtney.
Calhoun	J. H. McClellan	Blountstown.
Citrus	E. A. Harrison	Lecanto.
Clay	E. E. Rankin	Green Cove Springs.
Columbia	E. G. Persons	Fort White.
Dade	John Cleminson	Jupiter.
DeSoso	H. E. Carleton	Fort Green.
Duval	Joel D Mead	Jacksonville.
Escambia	N. B. Cook	Pensacola.
Franklin	Wm. T. Marler	Apalachicola.
Gadsden	C. E. L. Allison	Quincy.
Hamilton	Geo. J. Graham	Jennings.
Hernando	Dr. J. R. Temple	Brooksville.
Hillsborough	L. W. Buchholz	Bloomingdale.
Holmes	Whitmill Curry	Izagora.
Jackson	Wm. M. Farrior	Campbellton.
Jefferson	J. A. Walker	Aucilla.
Lafayette	Zachariah Jones	McCrab P O
Lake	John C. Compton	Tavares.
Lee	D. C. Kantz	Fort Myers.
Leon	N. W. Eppes	Tallahassee.
Levy	Shelton Phillips	Bronson.
Liberty	T. J. Gregory	Bristol.
Madison	R. L. Williams	Madison.
Manatee	E. M. Graham	Braidentown.
Marion	Marion L. Payne	Ocala.
Monroe	C. F. Kemp	Key West.
Nassau	H. L. Mattair	Bryceville.
Orange	John. T. Beeks	Orlando.
Osceola	C. A. Carson	Kissimmee.
Pasco	R. M. Ray	Dade City.
Polk	S. S. Niblack	Lakeland.
Putnam	Alex. Strauz	Palatka.
St. Johns	Peter Arnau	St. Augustine.
Santa Rosa	Geo. W. Curtis	Milton.
Sumter	C. Whitfield	Sumterville.
Suwannee	A W. Mizell	Welborn.
Taylor	John R. Kelly	Spring Warrior.
Volusia	N. S C. Perkins	DeLand.
Wakulla	R. B. Forbes	Crawfordville.
Walton	James Russell	Freeport.
Washington	L L Charles	Vernon.

ANNUAL REPORT

OF THE

Superintendent of Public Instruction,

STATE OF FLORIDA,

FOR THE YEAR ENDING

September 30th, 1892.

TALLAHASSEE, FLA.:
THE FLORIDIAN PRINTING COMPANY,
1892.

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ANNUAL REPORT

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STATE OF FLORIDA,

FOR THE YEAR ENDING

September 30th, 1892.

TALLAHASSEE, FLA.:
THE FLORIDIAN PRINTING COMPANY,
1892.

Compliments of

A. J. Russell,

Superintendent Public Instruction.

My Successor is W. N. SHEATS, Tallahassee, Fla.

ANNUAL REPORT

—OF—

ALBERT J. RUSSELL,

Superintendent of Public Instruction.

FOR THE

SCHOOL YEAR ENDING SEPTEMBER 30, 1892.

ANNUAL REPORT

OF THE

Superintendent of Public Instruction.

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
TALLAHASSEE, December 31st, 1892.

To His Excellency, FRANCIS P. FLEMING, Governor of Florida:

SIR—In accordance with the requirements of the law, I have the honor and pleasure to submit my annual report of the work of the Educational Department of Florida for the school year 1891–1892, ending September 30th, 1892.

Very respectfully yours,

ALBERT J. RUSSELL,

State Superintendent of Public Instruction.

REPORT.

The work of the Public Schools of the State has progressed with unabated zeal and with excellent results in every county in the State. Great improvement has been made in the course of study pursued in the counties. The teaching ability in the State has been greatly increased, and the people cherish the school as a great blessing, and the youth of the State of school age have been largely gathered into the school rooms, while these have been more completely supplied with all the facilities and aids that are found in the best equipped schools. While this is not the case in every school, it is largely so;

and the desire has been awakened in all to have their schools thus fully equipped, and this means it will be speedily done. An earnest desire for excellence and success pervades the entire corps of teachers of the State. Even the humblest have caught the inspiration and are hard at work and study, seizing upon every opportunity for advancement. There are very few, if any, who know it all, but instead a teachable, inquiring, investigating spirit is the universal rule.

CENSUS.

This is the year in which the quadrennial census of school youth is required to be taken by law, the school age being fixed as between the ages of six years and twenty-one inclusive. In obedience to the law, I have proceeded, and with the School Supervisors and the County Superintendents, the work has been faithfully and efficiently performed.

INCREASE.

As a matter of general interest, I will here give the most important figures, showing how the school population has increased, and other prominent facts:

The total number of youth of school age is			144,106
This is an increase over the census taken in the year 1888, making an increase for 1892 of . .	30,459		
The number of white youth being, .		79,719	
The number of colored youth, . .		64,387	—144,106
Showing a greater number of white youth over the negro of . . .		15,332	
The whole number of male youth, .		74,686	
The whole number of female youth, .		69,420	—144,106
The whole number of orphans, . .		2,930	
The whole number of half orphans, .		19,806	
The whole number of deaf youth of school age,		130	
The whole number of blind " " "		42	

The increase of white youth over the increase of negro youth is shown in the fact that in the census of 1882 there

were only 1,000 more white youth than negroes, while in 1892 there are 15,332 more whites than negroes—an increase of 14,332 in ten years.

AMENDMENTS.

I will take the liberty of suggesting that the law requiring that the census be taken as above, and providing for the same, be so amended as to relieve the supervisors from the duty, and place the entire work and responsibility upon the County Superintendents; and that the pay, which is now 3 cents per capita, be increased to 4 cents. These changes will result in a more perfect and intelligent census, which is important in school work, as the State funds, the interest on the invested proceeds of sales of school lands, known as the Common School Fund, and the 1-mill tax levied by the Constitution and apportioned among the counties, based upon the number of youth shown in the census.

CONTINUED ADVANCE.

It is my great pleasure in this concluding year of your administration to report continued increase and interest in the Public School system in the State at large. There is not a county in the State in which there does not exist an abiding interest, and a disposition to improve their respective schools in every respect. As this is the close of your term of office as Governor of the State and President of the State Board of Education, I have thought it would be interesting to yourself, as well as the public, to know just the increase which has occurred in the more important features of the work during your term of office:

The number of schools operated for the year ending September 30, 1888, was, . .		2,249
The number of schools operated for white youth,	1,707	
The number of schools operated for negro youth,	512	
The number of schools operated for the year ending September 30, 1892, was, . .		2,368
The number of schools operated for white youth,	1,774	
The number of schools operated for negro youth,	594	

Making an increase of 119 schools in the four years

of your term. The increase of the number of teachers employed is 2,782.

The vast work of public education is done at a moderate cost to the people, and is largely less in cost to the taxpayer than if he was compelled to educate his children in a private school, and at the same time affords him better results. It is painful to one who knows better, to hear the demagogue on the platform and stump declaiming in hypocritic sympathy with what he describes as the oppressed and down-trodden people. The State, by the organic law, levies a tax of one mill on all real and personal property. The same Constitution commands each county to levy and collect a county school tax, not less than three mills nor more than five mills. Between these limits it is optional with the people of each county *to levy their own* tax for school purposes, through the County Boards of Public Instruction and County Commissioners. Now to arrive at the true sentiment of the taxpayers themselves, with reference to the public schools, we will examine and ascertain how they have taxed themselves between the constitutional limits. Out of the forty-five counties of the State there are sixteen which taxed themselves up to the maximum limit, (5 mills); there are six counties which levy 4½ mills; there are eleven which tax themselves 4 mills, and seven counties 3½ mills. There are only five counties who are content with the minimum (3 mills). Thus is spoken in unmistakable terms the will of the people in reference to the maintenance and improvement of their schools by their taxes. Add the 1-mill tax of the State to these several levies and you have the cost of the schools to the people.

GRADED SCHOOLS.

The Graded Schools have largely increased during the last four years, and are generally of eight grades, requiring a year to each grade, turning the pupil out at the age of fourteen years with a full common school education, fitting him to learn and follow any of the trades or ordinary mercantile business profitably, and with honor to themselves. Your Excellency will note that the charge of cramming, frequently

urged against the Public School, cannot be laid at the door of the Public Schools of Florida, since in the grading of the schools eight years are required for the common school course.

AGE.

Entering as the children do at the age of six years, passing through the eight years' course of the common school, they are thoroughly prepared to enter the High Schools, in which a four years' course is arranged, leading to a standard fitting the pupils for entering any of the colleges of the State or country, or any business they may select, or upon the study of the learned professions at the age of eighteen years.

COUNTY HIGH SCHOOL.

The law provides for the establishment of county High Schools, one or more in each county, as the density of population may require. These county High Schools are to be located at the county sites, or other centre, making them more available to the youth of the whole county, and are to be open without charge to all the youth of the county who grade properly from the local common school, and are prepared to begin with the "A" class in the High School. Thus is afforded an opportunity to every parent, whether poor or rich, if they intend to furnish their children an education up to and through the High School course, at home; in their own county, under their own observation, without the expense attending the necessity to send them out of the State, or to a private institution. Excellent results have been obtained from these wherever located. The counties in which these schools are located have been supplied with some of their best teachers from these schools. Some of the best and most successful business and professional young men of the State are those who have graduated from them. In addition to the course they have only taken special instructions for the work selected as their respective vocations.

DEMAGOGY.

Some persons, evidently desirous of creating sensation by appealing to prejudice, are frequently referring to the sup-

posed immense amount of money expended for the cities and towns to the detriment of the country, when, in fact, while there are operated 2,368 Public Schools in the State there are not more than 17 High Schools and 90 Graded Schools in all the cities and large towns, in all 107 schools in the cities, leaving 2,261 schools in the rural districts of the State.

It has been the duty and recognized pleasure of this office, from the platform, in circular letters of instruction, in the school room and in the meetings of the Boards of Public Instructions throughout the State, to urge and enjoin upon all concerned, not to neglect, but to look well to the interests of the country schools. The law requires the Boards of Public Instruction "to locate and maintain Public Schools in every "locality in the county over which they preside, where they "may be needed to accommodate, as far as practicable, all the "youth, between the ages of six and twenty-one years, during "not less than four months in each year." That this has been faithfully done the statistics compiled from the annual reports of the County Superintendents clearly show.

In the cities and towns there are congregated large numbers of school youth of both races in most cases, and in order to properly accommodate them great numbers of schools, of sittings, and of appliances are required and cannot be dispensed with, and the statement cannot be sustained as truth that the schools of cities are largely provided for at the expense or detriment of the country schools, but there are no city or town schools recognized in the school law of this State. All are county schools; that by the side of the remotest forest and that in the metropolitan centre. Each county constitutes of itself a school district, and is presided over by a Board of Public Instruction and a County Superintendent. The same law, rules and regulations control and provide for all.

STATE INSTITUTIONS.

It is exceedingly pleasant that I can report that all the State Institutions are in a more prosperous condition than at any time since their organization or establishment. Of this I can speak advisedly and experiencedly since every one of

them, except the Seminaries, have been built, equipped and organized since I have been in office as State Superintendent, and have been under my personal official supervision, and have been objects of my solicitude and care. They are the Florida Agricultural and Mechanical College, located at Lake City; the West Florida Seminary for the part of the State west of the Suwannee river; the East Florida Seminary, for that division of the State east of the same river; the State Normal College for White Students, located at DeFuniak Springs; the Florida Normal and Industrial College for Negro Students, located near Tallahassee, and the Florida Institute for the Blind and Deaf Mutes, located at or near St. Augustine.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE.

Dr. W. F. Yocum, D.D. L.L.D., President. This college opened the year with a large attendance, of the best young men in the State, strong in physique, and bright in mind and of excellent morals. The year promises the best results yet attained in its short history. Organized in the latter part of the year 1884, it has had the experience of all new and young institutions of its character. These are, I think, now happily passed and the people of Florida may rest upon the knowledge that they may have a college in their midst in which their sons may receive a full literary and practical education at home.

The letter from the president, given below, is very cheerfully referred to.

LAKE CITY, FLA., October 22, 1892.

Hon. A. J. Russell, State Superintendent of Public Instruction, Tallahassee, Fla.:

SIR—Pursuant to your request for a brief statement of the condition and prospects of the Florida Agricultural College, I have the honor to submit the following report.

The ninth annual session of the college opened September 27, with an enrollment of eighty students. This number though small, compares favorably with the attendance in former years. Owing to the discontinuance of the lower classes in the preparatory school, several applicants for admission have been refused and the average age of the students

in attendance is materially greater than heretofore. About twenty-five counties are represented. Three-fourths of the students are from other counties than Columbia, the largest number being from Osceola. Seventy per cent. of the students are in the college classes, the freshman class numbering twenty-five this being the largest class that has entered the college. In view of the fact that the standard of admission has been twice raised and that the entrance examinations are more rigid each year, this increased number in the freshman class is a gratifying proof that the thorough work which has been done in recent years is producing its natural result in commending the institution to public favor.

The college faculty numbers fourteen, all gentlemen amply qualified for the duties of their respective departments. Their names and departments of instruction are as follow:

W. F. Yocum, A. M., President, Professor of Mental and Moral Philosophy.

J. J. Earle, B. A., Professor of Physics and Chemistry.

H. P. Baya (Virginia Military Institute), Professor of Mathematics.

W. W. Seals, A. M., Professor of English and Literature.

J. M. Stuart, A. B., Professor of Latin and History.

Lieut. C. C. Ballou (Sixteenth Infantry, U. S. A.,) Professor of Military Science, Tactics and Civil Engineering.

Rev. Jas. P. DePass, Professor of Agriculture and Director of Experiment Station.

J. N. Whitner, A. M., Professor of Pomology and Horticulture.

P. H. Rolfs, M. S., Professor of Natural Science, Entomology and Botany

A. A. Persons, Professor of Agricultural and Chemistry.

A. W. Bitting, B. S., Professor of Veterinary Science.

H. C. Powers, Professor of Manual Training and Drawing.

E. J. Bending, Assistant Teacher in Wood Shops.

J. C. Martin, Jr., A. M., Professor in Charge of Preparatory Department.

J. Franklin Appell, M. D., College Physician.

The scope of the instruction given at this college is indicated by the laws under which the institution was established.

"The leading object shall be without excluding other "scientific and classic studies, and including military tactics, "to teach such branches of learning as are related to agriculture "and mechanic arts * * * in order to promote the liberal "and practical education of the industrial classes in the several "pursuits and professions of life."

It is believed by a large number of intelligent men that the education thus indicated is broad enough to cover everything that a young man needs to know or has time to learn, and that the discipline of mind acquired in the prosecution of such a course of study is not at all inferior to that which results from the ancient and more severely classical curriculum.

The equipment of the college for the purposes of such an education is good. In the department of physics several thousand dollars' worth of apparatus has been purchased and all of the fundamental principles of natural philosophy can be illustrated. The equipment is especially full in the line of electricity. The chemical laboratories are sufficient for present needs and are admirably adapted to the modern methods of instruction. A special laboratory is provided for the work of the Experiment Station. The department of natural history has recently been provided with new rooms on the third floor of the main college building. Here are a lecture room, two biological laboratories, and the museum. The laboratories contain a number of good microscopes and the museum contains typical specimens of fossil and recent forms of life.

The department of mechanical engineering is fairly well supplied with tools and machines for the first two years of industrial training. This is one of the most popular departments of the college. A much more extensive equipment in the line of iron work must soon be made and an enlargement of the shops is much needed.

The agricultural course of study covers three years. It comprises the important topics connected with farming, stock raising, gardening and fruit growing. These subjects are considered from a scientific standpoint and are illustrated to some extent by the work done on the farm and Experiment Station.

The Experiment Station is sustained by an annual appropriation of $15,000 from the general government and is designed to promote original investigations beneficial to agriculture. The results of experiments are published each quarter and are distributed free to all who apply for them.

The military department is an important feature of the college. An officer of the U. S. Army is detailed to instruct

the students in tactics and military science. All students are expected to receive this instruction. Arms and ammunition are furnished by the government.

In addition to the above department, a complete literary course of study is sustained, the graduates from which receive the degree of Bachelor of Arts

It will thus be seen that the Florida Agricultural College is prepared to offer to the young men of the State a complete college education along the lines of modern activity and thought.

The expenses of a student at the college have been reduced to a minimum. The total current expenses for a term of twelve weeks need not exceed forty dollars.

The present condition and prospects of the college are considered encouraging. With a faculty harmonious, able and zealous, with a band earnest and well-disposed students, and with an equipment ample for the present requirements, we may reasonably hope to gain the confidence of the public and to contribute our proper share toward the educational development of the State.

It is to be hoped that you, Sir, who have been connected with the institution since its origin and to whose prudence and firmness in times of trial its present prosperity is largely due may have the satisfaction of seeing the Florida Agricultural College increase in popularity and efficiency from year to year.

Respectfully submitted,

W. F. YOCUM, President.

WEST FLORIDA SEMINARY.

This excellent institution is located at the Capital City, Prof. A. F. Lewis, President. This fine school is in excellent buildings, finely equipped and magnificently situated, and is intended for the higher education of youth of both sexes of the western division of the State, and affords an excellent opportunity for the youth of the counties constituting this grand division of the State. Tuition is free, and living as cheap as can be found. I take pleasure in referring to the letter of the president below:

Hon. A. J. Russell, Superintendent of Public Instruction, Tallahassee, Fla.:

DEAR SIR—I submit herewith a short report of the Seminary West of the Suwannee River since the incoming of the present administration. The seminary has at length gotten itself well settled in its commodious new building, situated in

the western suburbs of Tallahassee and admirably adapted to its purpose as well as quite an architectural addition to the city. The faculty as reorganized and enlarged is now very strong, all of its five members having been educated at some of the best colleges in the country, and each of them being a specialist in his or her own particular field of teaching.

The new administration did not take charge early enough this summer to advertise the institution very fully, but our opening has been very satisfactory, our roll containing the names of over eighty pupils, with representatives from several counties of Florida, and also from other states. The curriculum remains substantially the same as that of the last few years, the principal change being the order in which certain of the subjects are taken, history being taken earlier in the course than formerly, while some of the sciences are placed later. Another full year's course has been added to the department of English, so that the course now extends through six full years, and is very strong. The collegiate department has all of its classes represented, while another year's course has been added to the High School department without at all lowering the high standard of the upper department. The present administration hopes to make this new lower year's work a permanent feature of the seminary, so that it may be in a better position to secure meritorious students from other sections of the State where the educational advantages are not so good as in more favored sections, and that it may also sooner bring new students into line with its own methods and plans of work, and so prepare them for more rapid progress later. Moreover, the High School course being thus extended through three years, may be made somewhat complete in itself, and may afford the elements of a well-rounded English education to those who have not the time or means to go further. It is expected another year that the addition of courses in civics and elementary science will still carry out this idea, and that by this means those who have taken our full High School course will be well posted in everyday affairs and will qualify for intelligent citizenship. The course has not only been arranged to suit the needs of those from a distance, but the Board of Education hope by another year to secure a neat and commodious dormitory where students can be furnished good substantial board at cost, and may also in their method of life and conduct have the careful supervision of well-qualified teachers. We thus expect to be well prepared to take care of the students whom we expect to be attracted by the high grade work which we have been doing in the past and which we expect to maintain in the future.

A. F. LEWIS, President.

THE EAST FLORIDA SEMINARY.

Col. E. P. Cater, President.

This admirable seminary, with its fine building, the study halls and barracks, a dormitory and its excellent faculty, is one of the finest schools in the State, and has for years been a standing blessing to the people. Hundreds of young men and young women have been sent out to their homes, who have entered the greater responsibilities and duties of active life, and have reflected honor and credit upon the seminary and are doing good work in the various departments in the great hive of human industry and are an honor to the State. I refer to the following letter from Col. E. P. Cater with much pleasure:

OFFICE OF
SUPERINTENDENT EAST FLORIDA SEMINARY,
GAINESVILLE, FLA., Oct. 24, 1892.

Hon. A. J. Russell, State Superintendent of Public Instruction, Tallahassee, Florida:

DEAR SIR—In response to your letter of inquiry concerning East Florida Seminary, I beg leave to report as follows:

The fortieth annual session, 1892-'93, began Sept. 29, 1892, with the following officers and instructors, viz.:

EDWIN P. CATER, Superintendent.

LIEUT. GEO. R. BURNETT, U. S. Army (retired), Commandant of Cadets.

B. P. RICHARDS, B. A., M. D., Yale College.

W. L. FLOYD, Graduate of South Carolina Military Academy.

Each member of the faculty has had successful experience in teaching, and the work done in the class rooms is this session exceptionally good. The matter of discipline is also in excellent shape.

So far thirty-seven cadets and eleven young ladies have registered, representing sixteen counties of Florida and the State of Alabama. This registration will probably be doubled before the close of the session. The students are, as a gen-

eral rule, much older and physically better developed than in previous sessions, and their deportment and studiousness are of high grade of excellence.

The boarding department, both as to lodging and table board, is in good condition and is giving entire satisfaction to both parents and students.

I believe I can say without hesitation that better work is being done in the seminary in all its departments than at any previous period of its history

Of the forty-eight students registered up to date, seventeen are from Gainesville and the others are non-residents.

Very respectfully and truly yours,

EDWIN P. CATER,
Superintendent East Florida Seminary.

STATE NORMAL FOR WHITE STUDENTS.

The State Normal College for White Students, President, Prof. H. N. Felkel, is located at DeFuniak Springs, Walton county. This fine and very necessary school is provided for by the Constitution of the State 1885, and the constitutional requirement put into effect by the legislature of 1887, and annual appropriations are made for its maintenance. Its course of study is technical, leading to pedagogy, or the art of teaching or imparting instruction. Its course is two years. It has a commodious college building, a president's residence and a dormitory. Tuition is free, and living very moderate. It is well attended and many good teachers have been sent from its ranks and are at work in the various counties in the state, and giving satisfaction to patrons of schools. It affords me much satisfaction to give the letter from the president below:

DEFUNIAK SPRINGS, FLA., Oct. 29, 1892.

Hon. A. J. Russell, State Superintendent of Public Instruction:

DEAR SIR—In reply to your letter asking for a report of the State Normal College for White Students, I submit the following:

The college began its sixth annual session with a larger attendance of pupils than ever before in its history. There are on register at this date the names of seventy-five students, representing twelve different counties in the State. Hitherto

we have had as many to enter after the first two months as during that period. If this should be the case the present session, the attendance will approximate one hundred and fifty before the close of the scholastic year.

The influence and popularity of the school are being extended from year to year, and there can be no question that the institution is destined to become a most important factor in our educational system. The full measure of efficiency of a school like this, more than of any other, cannot be attained in a few years. When the work of the Normal College comes to be better understood by school officers and patrons, its importance and value will be appreciated; for the work of a special school cannot be done so well by any other.

It has been the constant aim of the management to keep prominently before our students the fact that scholarship and a knowledge of the principles of education are of equal importance in the teacher, and that neither should be neglected for the other. The regulations of the department of education make the diplomas granted by this institution teachers' certificates of the first class for life. With this in mind, our curriculum of studies has been adopted. On account of limited house room and our small biennial appropriation, it has never been possible to have either a training or a model school in connection with the college. We have seriously felt this, but, in its absence, a great deal of time is given to the study of mental science and the application of its principles to the teaching of children. Carefully prepared teaching exercises are presented to the student teachers, and the principles underlying them fully discussed; and, in turn, the student-teachers are required to reproduce them with prescribed modifications. As of interest, we add the following in regard to the academic instruction given in the college.

The course in mathematics includes arithmetic, algebra, geometry, plane and spherical trigonometry, surveying and navigation. The work is divided as follows: During the first year of the normal course a thorough review of arithmetic is given, and the principles of algebra to quadratics and five books of geometry are mastered. The first term of the second year, the work in algebra, including the discussion of the properties of equations, is finished, together with the remaining three books in geometry and plane trigonometry. The second term is given to spherical trigonometry, surveying and navigation and problems in mathematical astronomy.

The natural sciences taught are physiology, physics, chemistry and astronomy. The work in physics is by lect-

ures, experiments and recitations, the doctrine of the conservatism of energy being kept constantly before the mind of the student. The equipment for teaching this branch, already excellent, is being added to from time to time.

The subject of chemistry receives a great deal of attention. In addition to the class-room recitations and lectures, five hours a week during an entire term are given to laboratory work. The student is furnished a substance and made to find by chemical tests its chemical constituents. For instance, a metallic salt is placed in his hands and he is first required to find by analysis the metal which forms the base, and, having done this, he is next called upon to test for the acid.

For the teaching of physiology we have the excellent chart of the well-known United States Publishing Company and an unmounted skeleton. Illustrations by means of the organs of animals are also made. For instance, the action of the heart and the structure of the eye are shown by manipulating and dissecting the heart and eye of a cow before the class.

Our teaching in astronomy is made attractive and interesting by means of a Felkel tellurian, and an excellent 4-inch refracting telescope. A text-book is used, but the student is also taught by observation lessons so as to be able to distinguish the constellations and principal stars.

In Latin three books of Cæsar and one canto of Virgil's Æneid are read.

The English course is for the most part inductive. Exercises in composition writing are given regularly and the laws of sentence structure and the figures of speech impressed upon the mind of the pupil by critical analyses of classical extracts and of written work produced by the students. The practice in essay writing is continued during the entire two years.

In addition to the above, daily instruction is given in vocal music, book-keeping and drawing. In the last-named the work includes geometrical and free hand drawing original designs, perspective and charcoal and crayon sketches.

From the foregoing it will be seen that our course of study is equivalent to that of the ordinary college with the exception of the work in Latin and the highest mathematics. In Latin it is our purpose to give a good knowledge of the grammar and such facility in composition and translation as to enable one to teach the subject. In mathematics, the men-

tal training to be derived from this study is not lost sight of, but at the same time, more attention is given those branches of the subject which are thought to be of most practical value.

The faculty at present is as follows:

H. N. FELKEL, President and Professor of Mathematics and Pedagogy.

S. D. CAWTHON, Professor of Physics and Chemistry.

MISS VICTORIA HULSE, Teacher of English and Drawing.

MISS J. GRANT, Teacher of Latin and History.

The accommodations of the school are limited. The college building proper will not seat comfortably, allowing for the necessary unequal division of classes, more than one hundred and twenty-five students, while the dormitory is already crowded to its fullest capacity. If the school continues to increase, as it most assuredly will, both the college building and dormitory will have to be enlarged.

The property is now in good condition. A kitchen has recently been added to the dormitory, and the building put in good repair. The appropriation, however, was not sufficient to allow the grounds to be enclosed with a fence—a fact very much to be regretted.

Very respectfully yours,

H. N. FELKEL.

THE FLORIDA NORMAL AND INDUSTRIAL COLLEGE FOR NEGRO STUDENTS.

This very fine and eminently useful school for negro students is located near Tallahassee on a beautiful site, Pro. T. De S. Tucker, President.

This fine school is maintained largely by a special appropriation made by the Congress of the United States, under what is known as the Morrill Bill, appropriations also made by each Legislature to meet such requirements as the congressional fund is not allowed to be used for.

The old dwelling house, large and commodious, is used as the college building, the rooms are large and well lighted and are very well adapted to study and recitations.

A commodious workshop and laboratory building afford rooms for industrial training in mechanic arts, and in sci-

ence, chiefly as it applies to agriculture, stock and cattle. A dormitory affords opportunity for cheap living. Practical education is the motto of this school, and work in the shops and in the field and garden is participated in by all, while the females are at work in the dairy and such other work as is best adapted to their sex.

The attendance is good, the conduct of students very good, altogether this school for the negro race gives promise of much good both to the students and ultimately to the State. I refer to the letter of the president below:

TALLAHASSEE, FLA., October 22d, 1892.

Hon. A. J. Russell, State Superintendent Public Instruction, Tallahassee, Fla.:

SIR—The Florida State Normal and Industrial College for Colored Students began its sixth session on the 3d inst. The new, beautiful and attractive home of the institution, the complete apportionments of its physical and mechanical departments, the conceded success of last year's work, and many favoring circumstances combined to bring a large number of students at the opening of the present scholastic year; but we were not quite ready at the best, to see the number that entered the school on the first Monday of this month—more than on any similar occasion. Forty-seven were present, about two-thirds of whom were new scholars from counties outside of Leon. Our enrollment last year, up to the close of the session, was seventy-nine. When all the old scholars, many of whom are now teaching, shall have returned, our number will leap over one hundred.

The girls' dormitories are literally full and overflowing. We have six in each of the three rooms—quite a risky thing to do in this sultry month of October, but this had to be done, or we had to refuse the applicants. As it is, we have been compelled to decline taking any more girls, although the parents have earnestly begged to have their daughters granted the enjoyment of the superior advantages incident to boarding at the hall. While the boys' dormitory is not yet full, there is every indication that such will be the case before the Christmas holidays. The apparent high esteem which the institution enjoys in the public confidence of the State, promises to soon bring it an influx of students. The Faculty are fully up to the magnitude of the work entrusted to them. Their zeal and efficiency in the future, as in the past, will be shown in results. If the State shall continue

hereafter to repose in them the confidence it has hitherto freely given, by furnishing material supplies to carry on the work, I am sure the investment will in years return with compound interest to the welfare of the commonwealth in the increase of wealth, intelligence and good citizenship.

Respectfully submitted.

T. De S. Tucker, President.

FLORIDA INSTITUTE FOR THE BLIND AND DEAF-MUTE.

I am rejoiced to be able to report great prosperity in this noble work of the State in behalf of her most afflicted children, increase in attendance and substantial work being done. It is simply astonishing to go into this school and see what can be, and is being done, in unlocking these obscured minds and hearts to the realm of knowledge of the world of nature around them, and of the mercy of the Creator in all He has done to make our earth so beautiful a home.

In arranging for the census for this year I took special pains to impress upon the County Superintendents the importance of obtaining the names of every blind and deaf-mute youth in their respective counties, the names of their parents and their respective postoffices; and while the principal, Prof. Caldwell, thinks that not all have been obtained, I am sure that all who are of school age have been enumerated, and that he has been enabled to reach many whose homes he did not know hitherto, and many have been brought in and are enjoying this great benefaction.

I will venture to speak of the kindness of both the principal and his wife, who is chief matron, in going in person one or the other of them, as both cannot leave the institute at the same time, after these children, often to the extreme boundaries of the State, and in person taking charge of them and safely conducting them to the school, assuring the parents of their safety and kindly treatment, and thus relieving them of much parental anxiety.

If the increase in numbers should increase as of recent date, the institute will be unable to keep them in the houses and on the grounds, and it is earnestly hoped that the Legislature will make an extra appropriation for an additional

building, over and above the usual annual appropriation, in order that there may be sufficient room for any emergency.

I refer below with great pleasure to the letter of the principal in charge, Prof. W. A. Caldwell, who is a most earnest and devoted teacher of these unfortunate children of the State, and will add that, in this school, the boys are taught carpentering, printing, photography and gardening, while the girls are taught needle-work and housewifery in general. The blind are taught music and bead-work, and will be taught basket-making and broom-work.

St. Augustine, Fla., October 25th, 1892.

To Superintendent of Public Instruction A. J. Russell, ex-officio Secretary of the Board of Managers of the Florida Blind and Deaf-Mute Institute:

Sir—In compliance with your request, I present herewith the report of this institute. During the session of 1891–'92, there were forty-three pupils in attendance. Since the opening of school this fall there have been 19 new pupils admitted, making the total attendance 62 for the year 1892. Of the number present last June, three have been dropped from the roll, having passed the age which entitles them to remain here, two have left the State and the eight others are expected back daily. This tardy return of pupils is one of the most serious problems we have to deal with, and though improvement is made year by year, it is still impossible to get all back at the opening of the session.

The school census of the State has resulted in the return of nearly a hundred names of deaf and blind children in addition to those already here. About one-fourth of these were known to me before, and I find by inquiry of the postmasters that there are some inaccuracies among the others, but I also know of some who are not reported on the list. Taking the total of those now present at the institute, and those known positively to be eligible to admission, there are now not less than ninety children who properly belong here, besides quite a number of others who have not yet attained the school age. We are uncomfortably crowded with our present numbers, and it will be necessary to make additional provision for accommodations if more are to be admitted.

The pupils enrolled during the present year are from the following counties:

Alachua, 6; Brevard, 3; Columbia, 1; Dade, 1; Duval, 7; Gadsden, 1; Hamilton, 1; Holmes, 2; Jackson, 4; Jeffer-

son, 2; Lake, 4; Leon, 4; Levy, 1; Liberty, 1; Madison, 1; Marion, 9; Nassau, 2; Orange, 3; Pasco, 2; Polk, 1; Putnam, 1; St. Johns, 1; Suwannee, 1; Volusia, 3. Total, 62.

There is one point with reference to this school which I have hitherto hesitated to mention in my reports to you, but it is something that I begin to think should be commented on. When I first took charge here, two years ago this last fall, I found it extremely difficult to secure any pupils at all for some time. I was unable to understand this until I began to receive letters from parents in explanation. I then ascertained that the school had a most unsavory reputation throughout the State for *cruelty and mismanagement.*

Whether this reputation was deserved or undeserved is not for me to say, but that it existed is quite evident from the letters received, and that it has had a most injurious effect upon the growth of the school, I do not doubt. My failure to get certain pupils, who were formerly here, to return, has been explained as due to this cause. I trust that any persons who feel doubtful with reference to the present management of the institute will have no hesitation in informing themselves of the actual condition of things here. This is a public institution, and as such it is ever open to inspection by the public.

The system of instruction pursued during the past year has been the same as was outlined in my last report—speech for those deaf children who have the capacity to acquire it, manual instruction for the others, and plentiful drill in the use of the English language for all. The pupils of the blind department continue the same course as formerly.

There have been the following changes in the corps of instructors:

Miss Katharine D. Partridge takes charge of the class which Miss Hart taught last year. Miss Grace Gould gives oral instruction to the older deaf pupils, vice Mrs. Keeler. Miss Jennie Stewart, a former pupil of the Institute, takes the place of assistant matron, made vacant by the resignation of Miss Whitaker. Mr O. J. Whilden succeeds Mr. Finnerty as foreman of the printing office.

During the summer vacation I attended the meeting of oral teachers of the deaf, at Lake George, the convention of teachers of the blind, at Brantford, Canada, and the conference of principals of schools for the deaf, at Colorado Springs. On my way to these conventions I visited several of the most prominent institutions for the deaf and the blind of the country. I met with a cordial reception at each of the places, and secured much valuable information on many features of our work.

With a full school, and a faithful and enthusiastic corps of teachers, we have every reason to anticipate a prosperous and successful future for the institute.

Respectfully submitted.

WM. A. CALDWELL, Principal.

A REFORMATORY SCHOOL.

I am impressed that it is my duty to again call Your Excellency's attention to the necessity of a Reformatory School in the State to which young boy and girl criminals or violators of the law may be committed. This is the one thing now needed to complete the excellent educational system of Florida. My attention has been forcibly called to this necessity by letters from from parents and friends of boys and, alas, some girls, who while still loved by relatives, there remains no hope, blinded with love, seeking to know of me if there was no school or place in which they might be placed and kept until of age, with the hope that being dissociated from former associates they might be permanently reformed, educated and taught some honorable avocation with which they might come out upon the world again.

Some efforts to work such vicious boys into our State institutions which have military discipline, and of course found upon inquiry that they could not enter, have also deepened the conviction upon my mind of the necessity of such a school.

To visit the jails and prisons of the cities and large towns of the State and see the number of boys imprisoned there in the company of abandoned and lost men, hardened by a life of crime and unrepentant, is but to see the harvest of the prisons year after year, reaped and scattered broadcast upon our fair State, more to be dreaded than pestilence, storms or conflagrations.

TEACHER'S INSTITUTES.

During the summer months several counties held regular Normal Institutes, continuing two, three and four months; Marion, Volusia, Lake, Hillsborough and Polk counties; others held institutes of shorter dates—DeSoto, Washington,

Holmes and Pasco. These institutes cannot be exaggerated as to the amount of good resultant from them.

Teachers are improved, methods are illustrated, and organization and discipline are studied. A proper and genuine *esprit du corps* is engendered, and the entire benefit to the teachers is carried to the school room and given to the pupils.

One suggestion. The State Teacher's Association should consider the matter of institutes, and formulate a course of study running through two or three years, which after deliberation should be adopted by each county intending to hold institutes, and require conductors and teachers to pursue it. Such a course would give us uniformity of work and carry into the schools the same uniformity, methods, work and discipline. I make this suggestion to the teachers of the State Association because I have reason to believe they have already been carefully considering the subject, and such formations of a course would come from the body of whose constituency will come the largest number of those who will participate in these Institutes.

ARBOR DAY, 1892.

The exercises for Arbor Day were somewhat disarranged this year because of the fact that the annual meeting of the State Teacher's Association embraced the day annually observed, the 8th day of January. This of course was not intentional but was overlooked by all concerned. Your Excellency's attention being called to the occurrence at my request, issued your proclamation, postponing the arbor day exercises one week later, but even this deference did not remove all difficulties. Nevertheless the school officers and teachers with the enterprise and will always characterizing them, did their best, and I am proud to submit the following results:

The number of schools participating were.....	319
The number of children, pupils " "	8178
The number of parents and friends "	1008
The number of trees and shrubs planted "	3062

The result of these pleasant, instructive and very necessary exercises in the ovservance of arbor day are to be seen

all over the State in the thrifty growth, beauty and blessing of our hard wood forest trees, various fruit trees, and hardy flowering shrubs; while the tree in its usefulness, its relation to health, and climatic conditions, are becoming to be intelligently understood and appreciated by the youth of the State.

STATE TEACHERS' ASSOCIATION.

This important body of men and women, the teachers of the State, met in the city of Jacksonville in the first week in January this year, and assembled in the Park Opera house, 1014 being present, and I do not think a finer looking or more earnest company of men and women engaged in the great work of education ever assembled at any place in any State in the Union.

The papers read were admirable, full of truth and adapted to the work in Florida. It is a fact that Florida is unique among the great sisterhood of States of which she is a member and she is no less unique in her educational needs, peculiarities, and circumstances than in her geography, climate, varied population and, if you please, her idiosyncrasies. So much so is she that the same plans, regulations, ventilations of school houses, hours of school, length of school year, adapted to most of other states would utterly fail in Florida. All these interests are considered, conversed upon by the teachers and discussed and thus the whole body of teachers in attendance become better acquainted with their work in hand and return to it better prepared to execute it. It was a great and profitable meeting, and the railroads of the State, especially the F. C. & P., the J. T. & K. W., the P. & A., are deserving the warmest thanks of the teachers and the people for their great kindness in making the rates of travel merely nominal, and thus enabling so many of these poorly paid men and women, compared with other professions, to attend. Also thanks are due to the generous hospitality of the people of the city of Jacksonville. Thanks were expressed in formal resolutions by the association.

PEABODY FUND.

It is a source of much pleasure to report that the Board of Trustees of the Peabody Fund, at its last annual meeting

in October, restored Florida to the scholarships in the Peabody Nashville Normal College to the number of eight, and to the monetary relations previously sustained.

In compliance with the suggestions from Dr. W. H. Payne, president of the college, I proceeded, after giving notice in several papers of the state, to make the appointments without the usual competitive examinations. This was done because the act of restoration was done after the college year was opened, and all parties concerned were anxious to have the Florida students in their places.

These appointments were made from as many different counties as there were scholarships to be awarded, viz.: From Duval, Levy, Clay, Pasco, Washington, Leon, Taylor, Suwannee, and they will now be continued to the State, and these will be appointed every two years, and when vacancies occur will be filled by new appointments.

I desire to express my gratification experienced in the warm expressions of good will toward the State by Dr. J. L. M. Curry, general secretary, which, I feel assured, voices the spirit of the Board of Trust also, and know it is heartily reciprocated by the State of Florida and her officials.

This is my last report of a long term of years in the educational work of my beloved state; for nine years my head and heart have been charged with this arduous and responsible, but to me delightful, work. I have had the great reward to see and feel its wonderful growth and development. From a very poor state of organization and life, I have been permitted to aid in its development to thrice itself in numbers; in popularity with the people; in the melting away of prejudice; in the hearty support given it by the people, to an extent unexceeded by the people in any state. Almost perfect peace and harmony have prevailed, and an earnest desire to excel. A truer and more earnest body of men and women as teachers have never worked under the superintendency of any man, or, in the main, have been better qualified. I have

the indestructible pleasure of turning over to my successor a Public School system equal to any in the South, and to many of the states older in the establishment and work of the Public Schools. In and for all this I give the praise to Him upon whom I have always called for help in the great work committed to me.

I cannot refrain from thus publicly expressing my unfailing gratitude to all county officers, and the teachers, my special friends, for their hearty co-operation and willing efforts to upbuild the work in hand.

To Your Excellency I am constrained again to express my thanks for your uniform sympathy and cheerful co-operation with me in all my efforts, and your abiding interest so manifest throughout your administration.

For detailed information, statistical, financial, and otherwise I respectfully refer you to the tables at the close, (the following pages) which, compared with those of 1888, will show you the great growth, materially and in every other respect, during your administration now expiring.

ALBERT J. RUSSELL,
State Superintendent of Public Instruction.

My successor is Hon. W. N. SHEATS, Tallahassee, Florida. To whom all correspondence concerning schools or matters pertaining thereto should be addressed after January 1, 1892.

REGULATIONS

PREPARED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION AND ADOPTED BY THE STATE BOARD OF EDUCATION.

OFFICERS.

REGULATION 1.—QUALIFICATIONS.—Persons, to be eligible to appointment to offices in his department must be well endorsed as possessing, substantially, the following qualifications:

"They are personally known to us as citizens of good moral character, upright, responsible, possessing a fair education, and desirous of extending the benefits of free public instruction to all classes of youth. As officers, they will be found competent, impartial and faithful in the performance of their duties. For these reasons we commend them for appointment."

REGULATION 2.—School Supervisors will be governed, in the general management of their affairs, under the directions of the Board of Public Instruction of the county.

TIME OF ISSUING CERTIFICATES.

REGULATION 3.—Although a Board of Public Instruction may examine teachers and grant certificates, at any time or authorize the County Superintendent to do so, which may contine in force in the county for one year from date, yet it may be found desirable to fix upon certain days and places at which this particular duty will be attended to. Certificates may be issued to expire within the year, to correspond with the times of holding the meetings. By such an arrangement, both the board and teachers would be accommodated.

Ample notice should be given of all such meetings by the County Superintendents, so that every teacher, or person desirous of teaching, may have the opportunity of preparing for the examination.

REGULATION 4.—All applicants for First Class or State Certificates, must apply through County Superintodents, under whom they are employed, and have the endorsennt of both the Superintendent and Chairman of the County board of Public Instruction in every case.

All teachers applicants for examination with a view to obtaining certificates, must be examined in the School Laws of Florida in reference to State Board of Education, State Superintendent of Public Instruction, County Boards of Public Instruction, County Superintendents, and teacher's duties and authorities.

Examinations will be conducted at, or during, County Institutes as far as possible.

REGULATION 5.—TEACHER'S CERTIFICATES OF THE FIRST CLASS will be granted by the State Superintendent of Public Instrcution to eminently successful teachers of the second class who, on examination, answer 85 per cent. of the questions submitted in the branches usually taught in the High Schools.

Graduates of normal schools may receive First Class Certificates without examination, who hold diplomas from colleges of undoubted reputation and other colleges in which pedagogics are taught. No exception will be made to this regulation except the State Superintendent shall have strong and satisfactory reasons for the same.

REGULATION 6.—Third and Second Class Certificates will be issued by the County Boards of Public Instruction based upon the following:

Any person, to be considered a teacher in the meaning of the school law, or entitled to compensation for services or any of the privileges and immunities of a teacher, must, at the time of performing the services or claiming the immunities, hold a teacher's certificate unimpaired by suspension, revocation or limitation.

ELIGIBILTY.—A candidate for teaching, to be *eligible to an examination*, must produce satisfactory evidence of being of strictly temperate habits and maintaining a good moral character.

And—

1st. To be able to read intelligently from any school reader in common use, and properly teach the same.

2d. To spell correctly the words of any ordinary sentencc.

3d. To be able to write well and teach the same.

4th. To solve readily the questions involving the rules of arithmetic to square root, and to explain the principles on which their solution depends.

5th. To have a general knowledge of geography; as the location and boundaries of continents; the relative positions of the priciple countries, oceans, seas, and rivers; the boundaries and capitals of the United States and of the several States and Territories, and the counties and rivers of Florida.

6th. To have a general knowledge of the history of the United States and of the State of Florida.

7th. To have a good practical knowledge of school organizations, classification, management and discipline, and of the arts of interesting youth and imparting instruction.

Rule.—No certificates will be issued to applicants who, on examination, fail to answer 75 per cent. of the questions

submitted in the above branches for a Third Class Certificate.

The following for a Second Class Certificate:

SECOND CLASS.—In addition to the foregoing qualifications a candidate for a Second Class Certificate must, on examination, be able—

1. To read with ease and accuracy.
2. To write a plain, free hand, and teach the same.
3. To spell correctly.
4. To solve readily the questions in any practical arithmetic in common use.
5. To have a good knowledge of geography.
6. To be familiar with the English Grammar, so as to apply its principles correctly in composing, spelling and puncuating a letter, or an ordinary sentence.
7. To have a good knowledge of the outlines of general history, and especially that of the United States and of Florida.
8. To be acquainted with the elements of book keeping.
9. To understand and be able to explain the principles which underlie the branches taught.
10. To understand well the proper organization, classification, management and discipline of a school, the improved methods of teaching, and possess good self-control.

No applicant will be awarded a certificate, who, on examination, fails to answer 80 per cent. of the questions proposed in the above branches.

REGULATION 7.—The State Board of Education are deeply impressed with the fact that the large majority of the children in attendance upon the public schools are the children of the poorer people, and will fill the large and important classes of farmers, workmen, mechanics and artisans of the State, and that to impart to them only the knowledge to be derived from the school books, excellent and necessary as it is, will but illy equip them for the sphere of life to which in Providence and circumstances they are very sure to be called, and are still more impressed with the necessity of imparting to them some knowledge (to the boys especially) of the useful and necessary tools and implements used in the arts and trades, and to the girls some training in sewing, cookery and housewifery in general by simple illustrative lectures or talks upon their use, and the general principles involved, so that a taste may be cultivated for these very useful and important vocations in life, and some knowledge imparted of them, but mainly to impress them with a true and proper conception of the honor and dignity of honest labor. County Superintendents and Boards of Public Instruction are urgently

and specially called upon to give their earnest attention to this very important feature of school work and instruction.

REGULATION 8.—The evil of intemperance abroad in the land demands the attention of all true men and women everywhere, that its tide may be turned back, and the great social evil abated, therefore the State Board of Education call upon all County Superintendents and County Boards of Public Instruction to see that the pupils are from time to time, as the regular work and duties of the school will permit, impressed with the evils flowing from the use of intoxicants and narcotics morally, physically, socially and financially, so that a wholesome conception of the evil and ruin wrought by them may be had by every pupil.

REGULATION 9.—As the spirit of the shool law clearly intends to prevent entanglement at all possible by contracting or bargaining among members of the County Boards of Public Instruction, therefore the State Board of Education would most earnestly admonish all members of these Boards to entirely refrain from the employment of persons in any manner who are nearly allied to them by the ties of relationship, specially of a close nature, and would especially suggest to those who in the past have been thus situated to free themselves at once of the entanglement, and that in the future no one will be recommended for appointment in any relation in the school work who contemplates such employment.

A very considerable part of the dissatisfaction which does exist in some school neighborhoods is created by this condition of affairs, and the general cause of education in the State must be relieved of it

REGULATION 10.—All teachers should of their own purpose seek from time to time to advance the class of their certificate by diligent and persistent study and the constant reading of the best journals of school work, and books treating methods, discipline and government of the schools, and so pass from the lowest to the highest grade of certificate, and carry with it the increased capacity for the true work of the school room.

County Superintendents discovering a disposition on the part of certain teachers to remain content with any certificate they may be fortunate enough to obtain, exhibiting no desire to rise higher or to become better qualified for their important work, should at once report the same to the Board of Public Instruction and recommend their removal from the corps of teachers in the county.

The authority for making these regulations will be found in the School Law Pamphlet, pages 7 and 8, section 13, clauses 5th and 11th.

TABLE No. 1.

COUNTIES.	Whole Number of Schools.	Number of White Schools.	Number of Colored Schools.	Total Enrollment, including both Races.	Average Attendance, including all Colors.	Number of White Children Enrolled.	Number of Colored Children Enrolled.	Number of Teachers in all Schools.
Alachua.....	106	64	42	5946	3572	2717	3229	137
Baker.....	36	31	5	1071	702	839	232	36
Bradford.....	51	42	9	2460	1840	2035	425	61
Brevard.....	38	33	5	747	578	615	132	43
Calhoun.....	27	20	7	678	446	501	177	29
Citrus.....	27	23	4	584	343	484	100	29
Clay.....	52	45	7	1344	1040	1075	269	56
Columbia.....	71	44	27	3414	2487	1597	1817	81
Dade.....	9	9	0	139	89	139	0	9
DeSoto.....	57	54	3	1779	1149	1722	57	56
Duval.....	82	49	33	4425	3163	2124	2301	134
Escambia.....	57	36	21	3713	2587	2296	1417	83
Franklin.....	7	5	2	601	453	325	276	13
Gadsden.....	60	38	22	2682	1675	1112	1570	64
Hamilton.....	64	45	19	2063	1167	1417	646	68
Hernando.....	30	22	8	711	634	489	222	30
Hillsborough.	78	70	8	3212	2026	2617	595	93
Holmes.....	40	39	1	1414	743	1387	27	40
Jackson.....	86	54	32	4624	2589	2175	2449	91
*Jefferson.....	65	30	35	3971	2347	1062	2909	79
Lafayette.....	45	43	2	859	559	818	41	43
Lake.....	66	54	12	2024	1169	1601	423	77
Lee.....	15	14	1	307	209	289	18	15
Leon.....	61	28	33	3672	2292	585	3087	69
Levy.....	54	40	14	1768	1136	1148	620	56
Liberty.....	13	8	5	389	261	209	180	13
Madison.....	82	49	33	3858	2625	1660	2198	86
Manatee.....	38	37	1	880	744	850	30	39
Marion.....	112	71	41	5159	3326	2301	2858	129
Monroe.....	12	10	2	1926	1351	1093	833	32
Nassau.....	56	44	12	1869	1495	1021	848	61
Orange.....	77	61	16	2652	1879	1817	835	101
Osceola.....	29	26	3	721	449	629	92	33
Pasco.....	36	35	1	1209	785	1179	30	40
Polk.....	84	77	7	2514	2000	2331	183	95
Putnam.....	68	44	24	2591	1739	1431	1160	83
St. Johns.....	37	30	7	1444	1076	943	501	57
Santa Rosa...	81	70	11	2462	2000	1899	563	68
Sumter.....	40	30	10	1498	1056	1056	442	55
Suwannee.....	76	49	27	3173	1911	1922	1251	141
*Taylor.....	33	32	1	816	543	767	49	33
Volusia.....	59	45	14	1893	1291	1303	590	68
Wakulla.....	28	19	9	750	500	505	245	28
Walton.....	61	52	9	1991	1166	1710	281	64
Washington...	63	54	9	1777	1034	1386	391	64
Totals.....	2368	1774	594	93780	62226	57181	36599	2782

*From Report of 1891.

TABLE No. 2.

COUNTIES.	Assessed Value of Property, Personal and Real, in County.	Number of Mills Levied.
Alachua	$4,436,965 15	5
Baker	616,499 00	4
Bradford	1,499,361 00	5
Brevard	165,783 60	5
Calhoun	463,980 00	4½
Citrus	1,395,520 00	5
Clay	1,528,542 00	5
Columbia	1,969.168 00	3½
Dade	653,254 00	3
DeSoto	*2,577,910 00	*4
Duval	8.801,769 00	5
Escambia	4,333,463 00	5
Franklin	668,700 00	3½
Gadsden	1,074 847 00	3
Hamilton	1,331.495 00	3
Hernando	877,140 00	5
Hillsborough	5,121,657 18	4½
Holmes	517,362 00	4½
Jackson	1,835,440 86	4½
Jefferson	*1,683,994 00	*5
LaFayette	939,920 00	5
Lake	3.773,194 29	4½
Lee	1,077,896 00	3
Leon	2,087,915 00	3
Levy	1,400,000 00	5
Liberty	318,847 00	4½
Madison	1,687,470 00	4
Manatee	1,159,927 32	4
Marion	5,411 610 55	3½
Monroe	2,914,350 00	3
Nassau	1,893,906 00	3½
Orange	5,433,032 07	3¾
Osceola	1,517,987 00	4
Pasco	1,781,867 51	5
Polk	3,566,932 00	5
Putnam	3,438 815 00	5
St. Johns	2,511,050 00	5
Santa Rosa	1,286,340 00	4¼
Sumter	1,850,304 68	4
Suwannee	1,737,818 00	4
Taylor	646,00 00	3½
Volusia	3,600,000 00	5
Wakulla	*408,945 00	3
Walton	1,212,373 83	4
Washington	1,135,030 88	5
Totals	$94.324 382 92	

*From Report of 1891. †Not Reported.

TABLE No. 2—(*Continued.*)

Amount of School Tax Raised for the Year by the County.	Amount Received from the Com'n School Fund.	Amount Received from the State 1-Mill Tax.	Value of each Sch'l Building and Grounds.	Value of Furniture in Schools.
$20,927 18	$2,612 63	$6,424 50	$28,090 00	$6,365 00
3,028 96	336 72	828 00	3,695 00	750 00
8,375 82	573 40	1,410 00	10,660 00	1,760 00
9,084 43	266 26	654 75	7,075 00	1,505 00
1,911 91	244 61	601 50	770 00	†..... ..
6,276 31	210 14	516 75	1,725 00	680 00
10,000 00	480 07	1,180 50	9,170 00	1 800 00
11,392 68	1,181 87	2,906 25	10,875 00	1,895 00
2,159 78	30 80	75 75	3,400 00	476 00
13,893 24	544 73	1,339 50	†.....	*412 75
43,983 78	2,226 50	2,475 00	52,700 00	6,535 00
21,621 54	1,522 25	3,743 25	34,850 75	7,617 30
3,234 00	186 66	459 00	8,850 00	1,250 00
4,569 28	1,306 96	3,459 75	9,250 00	1,625 00
4,695 25	760 36	1,869 75	6,610 00	3,390 00
4,385 70	237 59	584 25	7,710 00	602 00
25,115 94	1,074 21	2,641 50	17,000 00	3,640 00
3,160 32	436 76	1,074 00	2,065 00	175 00
8,259 48	903 71	2,222 25	†.....	†.....
*11,291 97	2,071 86	5,094 75	*7,225 00	*759 01
5,516 60	368 44	906 00	775 00	207 00
17,359 10	732 30	1,800 75	7,950 00	2 415 00
3,711 70	96 38	237 00	4,710 00	1,075 00
6,263 74	2,339 96	5,754 00	17,710 00	2,480 00
7,560 00	495 93	1,219 50	6,085 00	1,285 00
1,503 21	125 05	307 50	1,030 00	200 00
8,730 82	1,207 49	2,969 25	5,625 00	675 00
6,003 24	203 74	501 00	7,200 00	1,050 00
18,070 28	2,102 67	5,170 50	38,675 00	5,930 00
9,921 18	1,366 09	3,359 25	17,800 00	2,425 00
7,644 24	850 03	2,090 25	15,425 00	870 00
20,373 26	865 35	2,152 50	51,102 60	20 415 10
6,849 16	279 68	687 75	3,700 00	1,315 10
8,967 34	376 37	925 50	11,610 00	1,779 00
29,158 69	825 94	2,031 00	*30,245 00	*3,500 00
13,475 46	831 73	2,045 25	10,425 00	1,100 00
12,744 84	643 24	1,581 75	22,200 00	1,925 00
11,123 51	753 04	1,851 75	3,100 00	300 00
9,123 47	418 76	1,448 51	7,975 00	1,565 00
6,689 00	630 43	1,550 25	9,340 00	2,615 00
2,700 00	282 43	694 50	11,185 00	430 00
15,000 00	561 81	1,381 50	30,717 75	7,428 28
1,800 00	229 36	564 00	*300 00	370 00
6,033 50	388 87	956 25	150 00	300 00
6,743 15	369 05	907 50	6,630 00	780 00
$459,373 06	$34,542 23	$85,235 25	$533,386 10	$103,671 44

TABLE No. 3.

NAME OF COUNTY.	Number of white male pupils.	Number of white female pupils.	Salaries of Teachers.	Salaries of Superintendents.	Amount paid B'ds of P'blic Instruction.	Incidental expenses.
Alachua	1,389	1,328	$26,652 82	$1.200 00	$183 60	$2 727 57
Baker	454	385	3,580 00	200 00	132 00	45 00
Bradford	1,115	920	9,649 50	420 00	169 00	350 00
Brevard	297	318	6,556 50	600 00	248 00	2,262 28
Calhoun	244	257	2,254 00	240 00	175 00	225 00
Citrus	264	220	5,609 37	440 00	164 80	991 96
Clay	503	572	1,513 00	420 00	197 74	317 84
Columbia	899	698	11,794 78	540 00	149 60	1,598 28
Dade	70	69	2,050 00	51 58	47 60	652 86
DeSoto	821	901	9,906 50	600 00	250 70	510 10
Duval	1,034	1,090	34,655 00	1,200 00	239 95	6,237 57
Escambia	1,179	1,117	20,950 84	900 00	212 00	899 60
Franklin	149	176	2.550 00	75 00	72 00	650 00
Gadsden	579	533	6,516 00	600 00	208 00	660 37
Hamilton	748	669	7,112 85	480 00	211 90	486 71
Hernando	233	256	1,060 00	450 00	105 00	64 85
Hillsborough	1,383	1,234	25,498 75	1,200 00	156 00	704 04
Holmes	665	722	4,140 00	300 00	111 60	25 00
Jackson	1,028	1,147	9,887 00	300 00	151 20	404 10
*Jefferson	560	502	12,691 25	720 00	271 55	2,048 37
Lafayette	425	393	4,020 00	300 00	288 00	75 00
Lake	836	765	18,300 00	1,080 00	521 84	1,453 13
Lee	145	144	483 00	300 00	128 80	572 21
Leon	294	291	10,705 00	1,020 00	97 50	362 92
Levy	600	548	1,680 00	600 00	218 40	253 17
Liberty	114	95	1,155 00	150 00	195 20	,107 44
Madison	848	812	9,271 00	774 00	183 62	191 87
Manatee	395	455	1,085 50	500 00	98 60	3,408 00
Marion	1,190	1,111	26,539 25	1,180 00	337 80	2,359 13
Monroe	512	581	12,133 21	400 00	150 00	1,870 45
Nassau	522	499	9,138 00	620 00	130 40	1,134 87
Orange	921	896	23,012 97	1,200 00	242 80	833 83
Osceola	300	329	7,875 00	600 00	110 80	877 95
Pasco	619	560	7,807 00	600 00	141 60	3,643 44
Polk	1,231	1,100	3,945 00	1,000 00	650 00	*445 00
Putnam	738	693	17,474 05	900 00	160 40	156 73
St. Johns	500	443	10,571 00	600 00	436 70	3,407 19
Santa Rosa	1,019	880	8,828 10	720 00	118 25	729 08
Sumter	553	503	1,700 00	600 00	110 40	42 96
Suwannee	939	983	8,234 00	600 00	233 60	650 00
Taylor	*395	*372	2,938 00	285 00	138 20	560 00
Volusia	668	635	16,616 75	1,000 00	272 10	1,670 62
Wakulla	245	260	1,870 00	220 00	151 20	50 00
Walton	983	727	7,264 00	300 00	250 00	26 21
Washington	719	667	5,860 00	480 00	151 20	567 59
Totals	29.825	27,856	$423,133 99	$26,965 58	$8,925 15	$48,310 29

* From report of 1891.

TABLE NO. 4.

NAME OF COUNTY.	Number of Private Schools and Colleges.	Number of Negro Male Pupils.	Number of Negro Female Pupils.	Number of Negro Teachers.	Number of White Teachers.
Alachua	6	1,531	1,698	58	79
Baker	..	107	125	5	31
Bradford	..	220	205	9	52
Brevard	..	70	62	5	38
Calhoun	..	87	90	14	15
Citrus	2	44	56	4	25
Clay	..	135	134	8	48
Columbia	2	847	970	30	51
Dade	..	....	....	..	9
DeSoto	..	27	30	2	54
Duval	7	1,142	1,159	59	75
Escambia	10	678	739	27	56
Franklin	3	135	141	4	19
Gadsden	1	776	794	23	41
Hamilton	6	320	326	19	49
Hernando	..	102	120	8	22
Hillsborough	3	283	312	12	81
Holmes	..	15	12	1	39
Jackson	..	1,231	1,218	33	58
*Jefferson	2	1,509	1,400	39	40
Lafayette	..	14	27	2	41
Lake	2	223	200	13	64
Lee	1	7	11	1	14
Leon	6	1,423	1,664	30	39
Levy	..	327	293	15	41
Liberty	...	88	92	5	8
Madison	6	962	1,236	35	51
Manatee	38	15	15	1	38
Marion	3	1,288	1,570	51	78
Monroe	8	397	436	9	23
Nassau	..	395	453	14	47
Orange	6	433	402	24	77
Osceola	..	40	52	3	30
Pasco	17	16	14	1	39
Polk	..	77	106	6	89
Putnam	1	563	597	29	54
St. Johns	5	243	258	14	43
Santa Rosa	17	248	315	8	60
Sumter	15	206	236	14	41
Suwannee	8	630	621	89	52
*Taylor	...	25	24	8	25
Volusia	3	260	330	17	51
Wakulla	..	120	125	9	19
Walton	..	135	146	9	55
Washington	..	199	192	9	55
Totals	178	17,593	190,06	776	2,006

*From Report of 1891.

TABLE No. 5.

NAME OF COUNTY.	Amount of poll tax paid in 1890 '91.	Amount of fines received since last report	No. school houses erected 1890-91.	Cost of buildings to the board.	Cost of furniture.	Amount of money paid for negro schools.
Alachua	$ 4,676 00	14 25	8	$ 2 300 00	$ 284 40	$ 9,783 60
Baker	484 00	150 00	4	160 00	50 00	560 00
*Bradford	.....	.....	....	.....	.....	.....
Brevard	830 00	215 00	5	1,518 60	567 00	840 00
Calhoun	*.....	64 00	....	.....	.....	430 00
Citrus	1,067 00	5 00	15	890 70	1,366 00	663 00
*Clay	.....	.....	....	.....	.....	.....
*Columbia	.....	.....	....	.....	.....	.....
Dade	519 00	20 00	5	999 79	77 40	.....
*DeSoto	.....	.....	....	.....	.....	.....
Duval	5,363 00	.....	4	1,090 35	569 63	14,659 00
Escambia	*.....	651 97	8	4,947 72	1,442 05	6,675 40
*Franklin	.....	.....	....	.....	.....	.....
Gadsden	1,210 00	245 25	1	†.....	.....	1,808 00
Hamilton	2,130 00	626 81	....	.....	146 00	1,585 50
Hernando	456 00	.....	2	165 00	166 00	1,200 00
Hillsborough	2,700 00	233 50	3	†.....	.....	2,240 00
*Holmes	.....	.....	....	.....	.....	.....
*Jackson	.....	.....	....	.....	.....	.....
Jefferson	2,800 00	.....	3	494 10	.....	3,270 00
*Lafayette	.....	.....	....	.....	.....	.....
Lake	3,971 00	262 81	4	600 43	674 05	1,984 92
Lee	671 00	19 00	2	605 00	90 00	250 00
Leon	1,500 00	72 00	4	309 00	103 67	5,265 00
Levy	710 00	125 00	11	750 00	200 00	2,075 00
Liberty	121 00	5 50	1	†.....	.....	397 00
Madison	3,705 00	321 75	10	295 00	.....	3,143 70
*Manatee	.....	.....	....	.....	.....	.....
*Marion	.....	.....	....	.....	.....	.....
Monroe	*.....	1,024 50	2	849 00	117 50	3,831 14
*Nassau	.....	.....	....	.....	.....	.....
Orange	4,900 00	9 00	3	†.....	.....	5,513 87
Osceola	567 00	753 50	7	167 00	200 00	610 00
*Pasco	.....	.....	....	.....	.....	.....
*Polk	.....	.....	....	.....	.....	.....
Putnam	4,318 00	135 25	3	934 00	1,100 00	†.....
St Johns	908 00	191 10	4	1,370 45	100 00	2,929 57
Santa Rosa	1,815 00	23 90	1	.....	.....	1,748 00
Sumter	1,077 00	76 85	4	517 73	34 65	2,065 00
Suwannee	1,350 00	383 29	1	188 00	90 00	2,070 00
Taylor	904 00	.....	....	.....	410 00	80 00
Volusia	1,225 00	148 50	4	1,683 35	721 00	3,812 75
*Wakulla	.....	.....	....	.....	.....	.....
Walton	1,799 00	82 00	....	.....	110 00	1,041 00
Washington	1,720 00	203 00	4	151 00	100 00	720 00
Totals	$53,496 00	$6,063 53	123	$20,980 62	$8,919 75	$81,251 45

These totals are for the 31 counties; would be much increased if the whole number of counties had been reported

*Not reported. †Built by the People.

92.

NAME OF COUNTY.	Total number of blind youth between 6 and 21.	Total number of deaf youth between 6 and 21.	Total No. of females, blind and deaf, between 6 and 21.	Total No. males, blind and deaf, between 6 and 21.	1888 to 1892.	
					Increase.	Decrease.
Alachua	1	13	8	6	1,098	
Baker	0	1	1	0	121	
Bradford	4	1	1	4	1,182	
Brevard	0	3	1	2	148	
Calhoun	0	0	0	0	190	
Citrus	0	1	1	0	154	
Clay	0	0	0	0	81	
Columbia	0	1	1	0	291	
Dade	0	3	2	1	102	
DeSoto	0	0	0	4	656	
Duval	4	5	2	4	2,197	
Escambia	1	1	2	1	893	
Franklin	2	0	0	0	342	
Gadsden	0	1	1	1	574	
Hamilton	1	2	1	2	451	
Hernando	1	0	0	0	43	
Hillsborough	0	4	1	3	1,062	
Holmes	0	2	2	0	378	
Jackson	0	2	2	2	3,791	
Jefferson	2	1	0	3	.....	307
Lafayette	2	1	0	1	117	
Lake	0	1	2	2	57	
Lee	3	0	0	0	142	
Leon	0	4	2	3	2,329	
Levy	1	1	2	1	771	
Liberty	2	1	1	0	160	
Madison	0	5	1	6	1,663	
Manatee	2	1	1	0	483	
Marion	0	5	3	2	789	
Monroe	0	5	3	2	1,396	
Nassau	0	5	2	4	227	
Orange	1	1	0	4	873	
Osceola	3	0	1	1	91	
Pasco	0	1	0	1	105	
Polk	1	4	2	3	365	
Putnam	1	0	0	0	704	
St. Johns	0	38	20	24	88	
Santa Rosa	6	1	0	0	736	
Sumter	1	0	0	0	522	
Suwannee	0	3	2	1	2,064	
Taylor	0	0	0	3	182	
Volusia	0	3	1	2	596	
Wakulla	0	1	0	1	48	
Walton	0	4	3	2	1,193	
Washington	1	5	2	5	1,311	
Totals	42	130	74	98	30,766	307

SUPERINTENDENTS OF COMMON SCHOOLS,

Retiring January 3d, 1893.

COUNTY.	NAME	POST OFFICE.
Alachua	W. N. Sheats	Gainesvi le.
Baker	G. R. Blair	Sanderson.
Bradford	Joseph L. Hill	Lake Butler.
Brevard	John A. Sams	Courtney.
Calhoun	John H. McClellan	Blountstown.
Citrus	E. A. Harrison	Lec nto
Clay	E E. Rankin	Green Cove Spring.
Columbia	E G Persons	Fort White.
Dade	John Cleminson	Jupiter.
DeSoto	H. E. Carleton	Fort Green
Duval	Joel D. Mead	Jacksonville.
Escambia	N. B Cook	Pensacola.
Franklin	Wm. T. Marler	Apalachicola.
Gadsden	C. E L Allison	Quincy.
Hamilton	Geo J. Graham	Jennings.
Hernando	Dr. J. R. Temple	Brooksville.
Hillsborough	L W. Buchholz	Bloomingdale.
Holmes	Whitmill Curry	Izagora.
Jackson	Wm. M Farrior	Campbellton.
Jefferson	J. A Walker	Aucilla.
LaFayette	Zachariah Jones	McCrab.
Lake	John C Compton	Tavares.
Lee	D. C. Kantz	Fort Myers.
Leon	N W Epps	Tallahassee.
Levy	Shelton Phillips	B onson.
Liberty	T. J. Gregory	Bristol.
Madison	R L. Williams	Madison.
Manatee	E M. Graham	Braidentown.
Marion	Marion L. Payne	Ocala
Monroe	Dr C E. Kemp	Key West.
Nassau	Henry L Mattair	Fernandina.
Orange	John T. Beeks	Orlando.
Osceola	C. A. Carson	Kissimmee.
Pasco	R. M. Ray	Dade City.
Polk	S. S. Niblack	Lakeland.
Putnam	Alex Straus	Palatka.
St. Johns	Peter Arnow	St Augustine.
Santa Rosa	Geo. W. Curtis	Milton.
Sumter	C. Whitfield	Sumte ville
Suwannee	A. W. Mizell	Welbo n.
Taylor	John R. Kelly	Sp ing Wa io.
Volusia	N. S C. Perkins	DeLand
Wakulla	R. B Forbes	Crawfo dville.
Walton	Jas Russell	Freepo t.
Washington	L L Charles	Ve non

SUPERINTENDENTS OF COMMON SCHOOLS,

Entering upon Duty Jan. 3, 1893, for Four Years.

COUNTIES.	NAME.	POST OFFICE.
Alachua	W. M. Halloway	Gainesville.
Baker	Wm. Lesesne	Olustee.
Bradford	T. J. Dekle	Lake Butler.
Brevard	J. H. Sams	Courtney.
Calhoun	P. F. Fisher	Blountstown.
Citrus	E. A. Harrison	Lecanto
Clay	J. B. Ranney	Green Cove Sp's.
Columbia	T. C Collins	Lake City.
Dade	E. R. Bradley	Miami.
DeSoto	H J. Sparkman	Pine Level.
Duval	Joel D. Mead	Jacksonville.
Escambia	N. B. Cook	Pensacola.
Franklin	James A. Pickett	Apalachicola.
Gadsden	C E. L. Allison	Quincy.
Hamilton	George J. Graham	Jennings.
Hernando	A. M. C. Russell	Brooksville.
Hillsborough	L W. Buchholz	Bloomingdale.
Holmes	Whitmill Curry.	Izagora.
Jackson	A. J. Woodridge	Marianna.
Jefferson	J. A. Walker	Aucilla.
Lafayette	J. P. Abbott	New Troy.
Lake	J. C. Compton	Tavares.
Lee	D. C. Kantz	Fort Myers.
Leon	N. W. Eppes	Tallahassee.
Liberty	T. J. Gregory	Bristol.
Levy	Shelton Philips	Bronson
Madison	R L. Williams	Madison.
Manatee.	W. M. Rowlett	Bradentown.
Marion	M. L. Payne	Ocala.
Monroe	C F. Kemp.	Key West.
Nassau	H. L. Mattair	Briceville.
Orange	J T. Beeks	Orlando.
Osceola	C. A. Carson	Kissimmee.
Pasco	R. M. Ray	Dade City.
Polk	J. L Halilngsworth	Bartow.
Putnam	T. W. Ralph	Palatka.
St. Johns	R F. Sabate	St Augustine.
Santa Rosa	E. L. McDaniel	Milton.
Sumter	W. B Hare.	Sumterville.
Suwannee	B F. Umstead	Live Oak
Taylor	J. P. Widdon	Perry.
Volusia	E. B. Pooser	Enterprise.
Wakulla	S. M. Revell	Crawfordville.
Walton	R. Q. Baker	DeFuniak Sp'gs.
Washington	L. L. Charles	Vernon.

BI-ENNIAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

STATE OF FLORIDA

FOR THE TWO YEARS

ENDING JUNE 30, 1894.

WM. N. SHEATS,
Superintendent of Public Instruction.

TALLAHASSEE, FLA.:
JOHN G. COLLINS, STATE PRINTER,
1895.

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TALLAHASSEE, FLA.:

JOHN G. COLLINS, STATE PRINTER

1895.

Register of State Superintendents.

C. Thurston Chase.....August —, 1868
Rev. Charles Beecher.....March 18, 1871
Jonathan C. Gibbs, (colored).....January 23, 1873
Samuel B. McLin, Secretary of State and Acting Superintendent.....August 17, 1874
Rev. Wm. Watkin Hicks.....March 1, 1875
Wm. P. Haisley.....January 6, 1877
Eleazer K. Foster.....January 31, 1881
Albert J. Russell.....February 21, 1884
Wm. N. Sheats.....January 3, 1893

State Board of Education.

EX-OFFICIO.

1893–1897.

Henry L. Mitchell, Governor.....*President*
Jno. L. Crawford.....Secretary of State
Clarence B. Collins.....State Treasurer
Wm. B. Lamar.....Attorney-General
Wm. N. Sheats, State Superintendent of Public Instruction.....*Secretary*

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
TALLAHASSEE, FLA., December 31, 1894.

TO HIS EXCELLENCY, HENRY L. MITCHELL, GOVERNOR OF FLORIDA:

SIR:—In compliance with Section 27, Article IV., of the Constitution, I have the honor to submit herewith the bi-ennial report of the Department of Public Instruction, for the period commencing October 1, 1892, and ending June 30, 1894.

Your obedient servant,

WM. N. SHEATS,

State Superintendent of Public Instruction.

TWENTY-FIFTH AND TWENTY-SIXTH ANNUAL REPORTS

OF THE

Department of Public Instruction

OF FLORIDA.

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
TALLAHASSEE, Dec. 31, 1894.

As the history of Common Schools for a quarter of a century in the State is made, I have thought it proper to prepare the following epitome showing its inception and development, and place it here for preservation, as complete records are now difficult to obtain and becoming more so every year.

WM. N. SHEATS.

HISTORY OF THE ORIGIN AND GROWTH

—OF—

PUBLIC SCHOOLS IN FLORIDA.

Some public interest in the matter of education was manifested in Florida as far back as January, 1831, when the organization, at Tallahassee, of the "Florida Education Society" was formed, the object of which, with its branches, was to collect information in regard to the educational status and needs of the Territory, and to pave the way for the establishment of a system of education. These societies awakened a general interest for intellectual development rarely witnessed in a new and sparsely settled country. While the establishment of a general system of common schools at that date was highly impracticable, still under the influence of one of the branch societies an effort was made at St. Augustine to estab-

lish a free school, that being one of the largest, if not the largest, school community of the Territory, having 341 children between the ages of 5 and 15 years. In the year 1832, of these, 137 were reported as attending school. The public school ardor seems to have been soon quenched, however, nothing being recorded of the success of the attempt, and the educational societies themselves ceased to exist shortly after this time.

The Territory, however, had school lands which had been donated by an act of Congress. The first form of legal organization to utilize the benefits to be derived therefrom, was perfected by an Act of the Legislature in March, 1839, which provided for three school trustees in each township—though many townships had not a single inhabitant. The duty of these trustees was to look after the sixteenth section of land in their respective townships, and to see that the rents or profits accruing from the same were applied to the common schools.

A few years later, it was made the duty of the sheriffs of the several counties to give special attention to the education of the children of the poor.

Several succeeding Legislatures made different amendments to the law, and in 1845 the County Judges of Probate were entrusted with partial supervision of the township trustees, and required to perform some of the present functions of a County Superintendent of Schools. The trustees were to report to the judge, and these officers were required to consolidate these reports and submit the same to the Secretary of State, which by him were to be embodied in his report to the Legislature.

The first legislation found upon the subject, after the Territory became a State, was an Act in 1849, which provided for an increase in the school fund by adding to the sale of school lands the net proceeds of 5 per cent. of other public lands, of all escheated property, and of all property found on the coasts of the State; and also provided for the establishment of a crude system, as it would now be called, of common schools.

In 1850, taxation by the counties for the support of schools was authorized, but the results showed little disposition to educate by means of taxation. The people, few as they were, were too proud to avail themselves of the benefits of a free school fund, which, though small, was by common consent applied almost exclusively toward the payment of the tuition of the children of the poor.

So few townships organized to get the benefit of the township fund (it being the original intention of the general gov-

ernment to encourage the establishment of township schools, with the lease or interest on proceeds of sale of the sixteenth sections), that Congress authorized the State to sell the lands and to consolidate the funds. The Register of Public Lands was made ex-officio State Superintendent of Common Schools. On the 23d of November, 1850, Hon. David S. Walker, afterwards Governor of the State, took charge of the office of Register of Public Lands, and became ex-officio Superintendent of Schools, and published in the Journal of the Legislature of 1854 his bi-ennial report, which contains full statistics of the sale of Seminary and Common School lands, of the investment of the proceeds, of the number of children (between 5 and 18 years of age) in each of the twenty-nine counties, and of the school fund interest apportioned to each. The report for the year from July, 1853, to July, 1854, shows that there were 16,577 white children of school age, the aggregate apportionment, $5,031.07—30.35 cents for each child —Gadsden county getting by far the largest sum, $546.91, certainly too little to be of much practical benefit.

In 1852, under the influence of David S. Walker, a public school was established in Tallahassee, sustained by a tax levied upon the city, and is worthy of mention, as it was among the earliest successful schools in the South sustained by taxation.

There is little doubt that he, as Superintendent, is to be credited with the Common School Law approved January 1, 1853, which took a step as far in the direction of adopting a system of free public schools supported by taxation, as was at that time practical under existing conditions—for it can be said thirty years after it is dead, that the institution of slavery was not conducive to the growth of free education. By this Act, the County Commissioners and Judge of Probate were made ex-officio, the one a County School Board, and the other County Superintendent of Schools. The School Board thus constituted had the apportionment of county school funds, and it was ma de their duty to add "to the sum apportioned to the county by the State, any sum which they may deem proper to be paid out of the county treasury." This same law provided for a rigid system of reports which rendered possible on the part of Superintendent Walker the report hereafter quoted from. In this report Superintendent Walker says: "But few of the counties have as yet put our school system into practical operation. With the exception of the counties of Monroe and Franklin, I have heard of none that have contributed *anything* from the county treasury for the augmentation of the

school money received from the State." "I very much regret the apathy which has prevailed in the public mind on this all important subject." "The Judge of Probate and County Commissioners have not, I fear, given to this subject the consideration it deserves, or else they have concluded that the means at their command are too small to make even a beginning with." "Few persons anywhere, seem to have given the subject much attention." "Certainly, under our free government nothing whatever can be of more vital importance than the general education of the people, since upon their intelligence and virtue depends the very existence of our institutions." "At this period of the world, particularly, it is important that our children should be educated. Intelligence, like wealth, is a comparative thing. A man who would have passed as intelligent in the dark ages might be considered very stupid now, and when we consider the great attention that is being paid to education at this time throughout Christendom, we must feel that our children will be compelled to blush for our neglect of them, unless we afford them better means of instruction than we have hitherto done. Our posterity can not reproach us with any more crying sin than that of having neglected their minds. The wealth we may bequeath our children in lands, *slaves*, or money, will be comparatively but a worthless boon, if it be not accompanied by the far richer legacy of intellectual treasures, and high moral cultivation. In a free country 'Knowledge is power,' and I will add, when the child has been *properly* educated, knowledge is virtue and wealth also."

The high authority has been quoted from so freely for the double purpose of showing the spirit that at that time possessed many of the leading men of the State (though the public system was still looked upon with disfavor by the masses), and to give the dead, from the midst of the dusty archives of State, an opportunity to speak to the people whom he loved, these burning words of truth and eloquence.

The school fund under the system and management described, was distributed among the teachers of private schools largely as they had influence or as their necessities demanded.

So, in the midst of some form of public school operation, there was virtually no public school system.

The Superintendent's report of 1858 shows that really little progress had been made; that there were then 20,885 white children of school age; that $6,542.60 interest was apportioned for their education; that a few counties were taking hold of the public schools and running them for three months; and that the public schools cost less and were superior to private ones.

It is evident that just prior to the Civil War, public sentiment was rapidly inclining towards a free school system; but the conditions during that period and the darker days of reconstruction, were not favorable to foster in the hearts of the people the idea of free public schools supported by taxation, when after the war all the taxes were to come from one class, and the general government at Washington was threatening to force upon them the odious doctrine of co-education of the races.

It was owing to this fear, the period being so turbulent, that the Constitutional Convention of 1865 took no advance steps in the direction of a free school system. To be a just and impartial historian, it must be admitted that no effective legislation contemplating the establishment of a uniform system of public schools supported by taxation, was secured until the adoption of the Constitution of 1868, and the enactment of the school law compiled by State Superintendent C. Thurston Chase, by the Legislature in 1869, which is practically the statutory provisions for the public schools of the State at the present time. A few modifications have from time to time been made in that law, the most important of which were made by the Constitutional Convention of 1885; in providing for the election of State and County Superintendents by the people; in specifying in the organic law a county levy for schools "of not less than three mills nor more than five mills" on all taxable property; in providing for school sub-districts and a district tax, maximum three mills, a State one mill tax, two Normal Schools, one each for whites and negroes; abolishment by the Legislature of 1889, of the trustee system and the charging of the Board of Public Instruction with the employment of teachers, as first suggested in December 1880, by Jno. L. Crawford then Superintendent of Wakulla county, now for the fourth term Secretary of State; and last, the enactment by the Legislature of 1893, of the present State Uniform Examination law, and the making of County School Boards elective,—all steps in the line of progress that will be referred to again.

The only real public school system the State ever had was created under the Act, approved January 30, 1869; and the report of State Superintendent Chase was the first from the department after the adoption of a uniform school law.

Eighteen reports in all, six of these being bi-ennial, had been made under this system up to January, 1893. Two annuals, by Superintendent C. Thurston Chase; two annuals, by Superintendent Rev. Chas. Beecher, one annual by Superintendent Jonathan C. Gibbs; one annual, by Acting Superin-

tendent Samuel B. McLin; one bi-ennial, by Superintendent Wm. Watkin Hicks; two bi-ennials, by Superintendent Wm. P. Haisley, one bi-ennial, by Superintendent E. K. Foster; eight, two biennials and six annuals, by Superintendent Albert J. Russell.

Were it the design of this article to record an extended account of the organization and growth of public education in the State, it would be most interesting reading to tell the part contributed towards the success of the enterprise by each of these officers, and to quote elaborately from their several reports.

This present report being a bi-ennial and recording the work of the twenty-fifth and twenty-sixth years under the uniform system, will be styled the Twenty-fifth and Twenty-sixth Annual Reports of the Department of Public Instruction.

(The Legislature will be asked to make provision for the reports from this department in future to be made annually, as the school operations have assumed proportions too large to admit of condensing the report of two years' work within the limits of a convenient sized pamphlet; besides the department is required to report annually to the Commissioner of Education of the United States, and is annoyed because unable to comply with repeated requests from every quarter for the yearly reports. This expenditure allowed, the next report may be numbered the twenty-seventh, indicating both the number of the report and the age of the real public school system of the State; and so on with each succeeding report.)

In making a *resume* of the history of the inception, and growth of the State's school system, it is especially desired to be just and impartial, beyond every other consideration, toward all taking part therein. While it is our aim to account for and to condone the recorded opposition to the establishment of free schools on the part of many of the ante-bellum inhabitants of the State, it will give equal pleasure to bestow the meed of praise upon the patriotic, wise, benevolent, and zealous labors of those prominent in inaugurating and perfecting our present system.

ADMINISTRATION OF SUPERINTENDENT CHASE.

First on the list stands Hon. C. Thurston Chase, the first State Superintendent, whose first report was made to Gov. Harrison Reed, January 9, 1869. In this he clearly indicates the then chaotic condition of educational affairs, the want of funds, school buildings, proper teachers, and of a suitable

organic school law. In speaking of the schools of the previous year (1869), he especially commends the self-sacrifice and devotion of teachers of three classes of schools; private for both races, those established for freedmen under an act of 1868, and those, for freedmen also, conducted under the auspices of Northern benevolent associations,—all laboring amidst hardships and privations, one class expecting $12 a month, but receiving nothing through failure to collect a poll tax levied upon freedmen, and many teachers continuing their schools when the compensation was not sufficient to pay their board, many in fact being driven from their work into other callings to earn their daily bread.

In this same report Mr. Chase makes known the fact that he had made a study of the different school systems of the older States, and had conferred with eminent educators and school officers, and had a bill ready to submit to the Legislature. That bill was the law approved twenty days after, passing both Houses by a large vote without an amendment being offered, and which has proved itself one of the best in the country, having been copied and commended as simple and ample by every State Superintendent since its adoption, with few modifications suggested.

So to Mr. Chase is due the credit of being the law-giver and organizer. He was firmly convinced that public sentiment was in favor of universal education, quoting as foundation for his belief, from the report of that well known friend and advocate of public education before alluded to, the Hon. David S. Walker, who though Governor of the State, in 1867, had taken part in an Educational Association held in Tallahassee, and as chairman of a "Committee on the Education of Our Colored Population" had reported in strong language "commending this great work to every Christian and patriot in the land," and gave utterance also to the following language: "Some of our most respected white ladies and gentlemen in the State have taken positions in these schools, and besides the approval of a good conscience, feel that they have rather gained than lost social position by so doing. There is not a good man or woman in the State that does not feel the obligation of this high duty."

It is safe to say, notwithstanding the exalted position that he held in the State and in the affections of the people, that at that time and in that utterance Gov. Walker was among his fellow citizens almost *sui generis*. Supt. Chase also little comprehended the fearful obstacles that must be encountered and the bitter opposition that his successors were to experience before the public school system could be thoroughly engrafted

in the hearts of a majority of the white population in many sections of the State. The negroes, of course, were great friends to the public schools from the first, as it was all gain and practically no outlay to them. The novelty of education with them and the expectation that great profit and preferment would come to them by it with little expenditure of effort and less of money, caused many of them to be very eager for an education; but after they had experienced that great good can come in an educational way only through painful sweat and toil—no easy or royal road to learning—we regret to have to record that with the great mass of them, the avidity to learn was most intense with their first opportunities.

Considering the environment that attended its introduction, it is something wonderful that the school law of 1869 met with the favor that it received. For the better understanding of the circumstances attending its introduction, it is proper to tell who passed the law and who were the first five State Superintendents charged with its administration.

The law itself was an import; the Legislature that passed it was composed largely of freedmen less than four years out of slavery, with a sprinkling of typical carpet-baggers the controlling spirits of that body; the Governor and his Cabinet were in office not by the vote of the intelligent property holders of the State; the Superintendent himself was a recent accession from Ohio, though indorsed by broad and liberal minded Southern men coming in contact with him as a "frank, honest, conscientious, capable man," and that while he came with a bad crowd to rule over us through the disfranchisement of many of our citizens and the elective franchise put into the hands of the negro, still "he was far better than the crowd he came with." Mr. Chase planned well; he began a great work, and gratitude and honor are due him. He knew that he had wrought a grand work, and predicted in his final report that "the system will triumph, and becoming a part of the permanent polity of the State, will endure to bless through party changes and successive administrations."

This law, passed by law makers in the main with nothing themselves to tax, proposed to levy a tax upon large and non-productive estates, rendered so by the results of the war, and for the education of whom? The white and black child alike ostensibly, but it was then known that it would be so, and after facts demonstrated, that the chief beneficiaries of that system and of that tax, for eight years or more, were to be the recent denizens of the cotton patch. The reports of the Department at that period are so defective that they do not show it, but those of us on the scene of action at the time

know, that there was an average of three negro children or more to every white child in school throughout the State.

It was not until conditions were changed, confidence was restored, prejudices were allayed, and the white children began to enter the schools, that the phenomenal growth in school attendance began to be recorded. So it is wonderful, we repeat, that the system met with the favor it did. The people of the State showed themselves deserving of the reputation of being long suffering and forbearing, and fitly bore the name of Conservatives, as the opposition was then called. It all goes to prove that the people at heart were in favor of public education, and that the seed sown fell in good soil though under unfavorable conditions.

ADMINISTRATION OF SUPERINTENDENT BEECHER.

Mr. Chase did not live out his term of office. Rev. Charles Beecher, a brother of the famous Henry Ward Beecher, who with his wife was living a kind of hermit life at the little coast town of Newport (himself and wife, with occasionally a daughter, two white fisher-lads and a hundred or more negroes constituting the only inhabitants for miles around), was appointed State Superintendent and assumed the duties of his office about the middle of March, 1871, his term of service extending to the early part of 1873. He was a Christian gentleman of fine ability, and, like his predecessor, an *import.*

The growth of the schools during the two years of his administration is shown in Table A. In both his reports he detailed the circumstances that checked and discouraged the progress of the common schools; one year, such as temporary vacancy in the office after the decease of his predecessor, the limiting by the Legislature of the county school levy to one mill, the depreciation in value of the State's warrants apportioning the school fund, to as low as 33 cents on the dollar; the other year, bad crops, bad collections of school revenue, similar depreciation in the State's warrants, the excitement of State and National elections, etc. He took courage and congratulated the friends of education for the following: That the ratio of pupils enrolled in the schools had approximated 1 in 4 of the school population; that all counties, save four, had levied a school tax—a few, more than the one mill required by law; that the people manifested a greater willingness to be taxed for schools, and paid their taxes cheerfully; and that all counties had organized and had a Superintendent, except two.

Mr. Beecher was a conservative man, and advocated the policy of giving the Conservatives (Democrats) representa-

tion on every School Board, because "A large part of the white population are Conservatives, and it is important to secure their co-operation in educational movements," and "in counties where no competent Republican could be found, to employ Conservatives, if qualified, as County Superintendents." "This principle, the fundamental one of Civil Service reform, it is hoped, will be continued, so that this Department may, as far as possible, be separate from party politics and the liabilities and mutations of party strife."

The above sounds the keynote to what success attached to Mr. Beecher's administration. There are found among his county school officers some of the best men in the State. As Superintendents, such men as John R. Richard, of Bradford; Dr. Josephus Anderson, of Leon; Henry W. Long, of Marion; W. A. Shands, of Levy, etc.; as members of School Boards, Rev. T. W. Moore, of Duval, et al., and as a result in such counties the number of white schools and the enrollment of white children were largely increased.

While nothing that he recommended seems to have been enacted into law, still there are found among his recommendations the following: That Congress be memorialized to grant all reserved lands in the State for educational purposes; that the Seminary lands be devoted to the support of one University instead of to two Seminaries; that County Boards be required to furnish free text books, prohibiting the use of any except those adopted by the State; that County Boards be limited to three members to increase their efficiency and diminish expenses; that the County Superintendent be required to take census of youth of school age once in five years, instead of the Tax Assessor every year; that funds forfeited by a county for failure to keep its schools in operation for the legal time, be allowed expended by the State Superintendent for Institute purposes in the county, or for the higher instruction of teachers.

As a whole, Mr. Beecher's administration may be classed as conservative and reasonably successful for the time and circumstances, and though one of the "*hateful imports*" of his party, still he must have retired with the respect of many of the conservative men of the State.

ADMINISTRATION OF SUPERINTENDENT GIBBS.

Notwithstanding his recommendation to Gov. O. B. Hart, on January 9, 1873, that Conservatives be recognized and their co-operation sought in educational matters, and that the Department of Public Instruction be separated from party politics, it was not many days before Hon. Jonathan C. Gibbs,

ex-Secretary of State, a negro, a native of Pennsylvania, a graduate of Dartmouth College, Class of 1852, a citizen of Florida after December, 1866, was appointed as Mr. Beecher's successor. Now from all that has preceded, a perfect Hegira of Conservatives from school offices is doubtless expected. It is true that the next report shows the substitution in the office of Superintendent in Alachua County of W. K. Cessna, a rabid, for S. F. Halliday, an exceedingly conservative Republican; in Bradford, A. Lawrence for J. R. Richard; in Leon, J. P. Apthorp for Josephus Anderson; in Levy, Thos. B. Faitoute for Wm. A. Shands; in Marion, W. J. Tucker for Henry W. Long, etc., but there is no record of why such changes were made, and we do not presume to say.

While it is regarded as exceedingly unfortunate that a negro should have been put at the head of educational affairs in a Southern State at that particular juncture, when the system needed above everything else popularizing with the white population, and their co-operation to make it a success—it is folly to undertake to force the prejudices of any people, especially of a Florida "Cracker"—still justice must be done Mr. Gibbs, without regard to his color, his politics, or his birthplace. He is reputed to have been a man of integrity, culture, an orator, and quite a gentleman. He was generally conceded to be far superior in all that constitutes a man of worth to the great majority of his white partisans who held office in the State at that time.

There is nothing of special note to record in the report of Supt. Gibbs, beyond the fact that it was a well written piece of composition, gotten up in nice form. The recommendations of his predecessor were renewed, and it was during his administration that the Agricultural College Land Scrip was sold at 90 cents on the dollar. He enjoys the distinction of being the only Superintendent of Public Instruction of this State that has ever been assigned a place on the programme of the National Educational Association, having addressed that body on "Education in the South," at Elmira, N. Y., August 7, 1873. It is a matter of rumor that no representative from the South has ever received so great an ovation at the hands of that body. The statistical part of his administration will be found recorded in Table A. The facts recorded therein were obtained from the report of his successor, and by him confessedly the result of estimation, as no regular statistical tables show how the facts were arrived at. Suffice it to say, that during this administration there was a large increase in the number of schools and attendance in the "black counties", a corresponding decrease in the white

counties organized prior to that year, but a large and unprecedented increase in the number of schools reported from the southern counties of the State; for example, Levy reported a gain of 21 schools, Hillsborough and Manatee, 5 each, etc., a total increase of 67 schools during the first year of this administration.

Before the next report was prepared, Supt. Gibbs died suddenly on August 17, 1874, in the prime of his manhood and usefulness.

ADMINISTRATION OF ACTING SUPERINTENDENT MCLIN.

Hon. Samuel B. McLin, Secretary of State, was Acting Superintendent until about March 1, 1875, and prepared the report for the last year of Supt. Gibb's administration. The report, like the one of the year previous, is worth little as a matter of statistics—though recorded in Table A. Mr. McLin himself says, "the reports of County Superintendents and such other sources of information as have been found in the office are so incomplete and deficient that it is impracticable to ascertain results with absolute accuracy." Otherwise, this report is the ablest one of the whole number made from this Department. In it are over twelve pages of solid printed matter, which reads like Classic English, and demonstrates that its author was fearless in expression, had clear-cut and well defined ideas as to the condition and needs of the schools, and was brimful of suggestions as to what vital points to touch to improve their condition. If space permitted, it would be worth preserving by inserting the whole here; while this can not be done, short extracts under the principal heads touched upon, are here given to indicate the tone of the paper.

Under the sub-head "County Reports," after enlarging upon the necessity of their being *accurate*, *complete*, and promptly submitted, he says: "Whatever has been the cause of this failure to make proper reports on the part of County Superintendents, it will be followed by serious results to the interests of the State. It is very damaging to let such annual exhibits of the State and progress of education here go abroad as we are compelled to make. And even in a majority of the reports which have come to hand there is a sad want of exactness and of attention to details, which is not creditable to the parties charged with this work."

Under the sub-head "Teachers," he says: "One of the greatest drawbacks to the success of our system is the want of competent teachers. No matter how admirable the system may be, its excellence will not be felt except the practical

operations are conducted by properly qualified teachers. Just as the stream can not rise higher than the fountain, the school will not be found to be better than the teacher. Almost everything depends on him. Three out of every four are unfit for the places they occupy, in respect to scholarship, methods, and principles of teaching, general intelligence, and ability to organize and govern a school."

Under the sub-head "Teachers' Institutes," after recommending the establishment of annual institutes of one month's duration, under the charge of experienced and skillful educators; the grading of teachers attending the same, on the basis of fitness or capacity, looking to the payment of salaries according to merit or qualification, he says, "the money thus spent would do more to promote the cause of education than a hundred times the amount expended in paying incompetent teachers. To leave teachers to learn their business by experimenting on the children is the most costly of all systems of teacher-training, when the results are considered. As regards the art of teaching, there is no more fallacious proverb than that 'Practice makes perfect.' Practice gives familiarity; but if not based upon proper principles it will only fix bad habits."

Under the sub-head "County Superintendents," he says: "One indispensable qualification in a County Superintendent is intelligence and culture. It is sheer folly to suppose that an ignorant man can successfully manage school interests. His obvious duties are to visit, to note methods of instruction, judge of text-books and discipline, give direction in the science and art of teaching, be adviser and assistant to the teachers, as well as examiner of them; and to do this requires intelligence of a high order, and a practical knowledge of schools. How can a man conduct the examination of teachers unless he has the necessary literary qualifications, and how can he counsel and aid the teachers, except he be familiar with the work? * * * * If we had more faithful and efficient officers of this class, there would be a change in the condition and appearance of the public school houses throughout the State. * * * His qualifications also are, sympathy with the system, public spirit, moral uprightness. To sum up: He should be a man well qualified as to knowledge of books; * * * he should be well acquainted with practical school room work * * * ; he should be a man of energy, and also a man of unexceptionable habits and character * * * ; he should be capable of withstanding the influences sometimes brought to bear upon such officers to induce them to give certificates to

candidates unworthy or unqualified to become teachers; he should be enterprising and public spirited, and, in short, known as a live, qualified, faithful, honest man, before entrusted with the responsibility of this position. While a few of our County Superintendents are in every way worthy, qualified, and efficient officers, a large majority of them are notoriously unfit for position, and utterly incapable of performing their duties. The literary qualifications of some of them, if we may be permitted to judge from the letters and annual reports sent to this office, are of a very primitive type, and some of them are so indolent, incompetent, or uninterested as to omit the making of an annual report at all."

He favored divorcing the office from party politics, saying it had fallen too frequently into the hands of men who had prostituted it to their political advancement or pecuniary gain. He recommended the creation of "a State Board of Examiners, and require of each aspirant for this office a certificate of merit from said Board before receiving his appointment. It is a solecism in our school system, that while no teacher is employed or paid without due examination and licensing, no credentials or *qualifications* are required of the man who conducts the examination, and issues or refuses to issue the certificate. It is submitted that this is neither reasonable nor safe, etc."

Much more is said on these subjects, and on the necessity of better school houses and uniformity of text books, in the same bold strain; but with an apology for quoting so much from this source, the next administration is taken up.

ADMINISTRATION OF SUPERINTENDENT HICKS.

Rev. Wm. Watkin Hicks received the appointment at the hands of Gov. Marcellus L. Stearns, as the next State Superintendent of Public Instruction, and entered upon the discharge of his duties about March 1, 1875. Mr. Hicks is a Welshman by birth, a Methodist minister of noted pulpit ability, and his labors before coming to Florida, for several years had been in one of the Georgia conferences, in connection with the Methodist Episcopal Church, South. Mr. Hicks was also an import, and has always been recognized, as he still lives, as a man of pre-eminent ability, though erratic. Possibly as late as the campaign of 1872, he published some very extreme articles for a divine, either as editor or correspondent, in one of the Macon secular papers, espousing the Southern view of politics. Only a man of ability could have changed his State and completely somersaulted in politics and have received such distinguished recognition at the hands of

the appointing power of a new State in so short a time. As Mr. Hicks' reputation is national, it is useless to say more of him personally, than that he was quite a prominent figure in politics—a most celebrated Republican stump speaker, and was the last of the dynasty of Republican State Superintendents.

In the bi-ennial report made to Gov. Stearns, December 31, 1876, Mr. Hicks states that "little data was found in the Superintendent's office, and the first quarter passed before anything like a correct record of school officers from all the counties was obtained." In the same strain with all of his predecessors, he complains of the failure to get reports, and says, "either from lack of intelligence or zeal, Superintendents and Boards have failed to report to this department, as required by law, and no amount of correspondence seems equal to the task of provoking them to this necessary good work. The remedy for this lamentable defect may be found in the instant removal of negligent officers, or in making compensation payable only upon satisfactory performance of service." He also directs attention to the "opposition to the school system" saying, "It cannot be denied that the powerful opposition which confronted the common school system upon its introduction in the State, still confronts it, *losing none of its bitterness*, but with gradually waning power."

A large part of his report is devoted to the "Progress of the People of Color in Education," in which he avows the existence of a strong prejudice against the education of the negro, and even his right to receive it at all. "As to the prejudice against the negro's right to education, it is enough to say that it is un-American, and has stamped upon it the reprobation of civilization, the interdiction of the Constitution and the curse of God."

After greatly exaggerating the progress made by them, he says, "I do not mean to suggest or to imply that since the establishment of the common school in this State the colored race has made *satisfactory progress*. I fear not. Influences outside of the school—and particularly political influences, begetting an all absorbing political ambition, have somewhat weakened the attractions and claims of education, and partially obscured and overshadowed it. What I may safely claim, in spite of the discounting facts referred to, is very *commendable progress*."

An examination of the statistical tables in the report for his two years' terms of office, would convince anyone that Superintendent Hicks had grounds for complaint against his County Superintendents for defective reports, or for failure

to report altogether. There are no statistics at all for the year 1876, or they are not so separated from those of 1875 as to be distinguishable one from the other. No footings are made, possibly in consequence of so many counties making no report. Those reporting, however, indicate an increase in the number of schools and attendance, as recorded in Table A.

A very valuable table was undertaken, exhibiting the comparative growth in the number of schools, enrollment of pupils, and school expenditure in each county for the six years, 1870 to 1875, inclusive, but it contained so many blanks, for want of data, possibly, that its value is greatly impaired.

It must not be overlooked that it was during Superintendent Hicks' administration that the Agricultural College was, located at Eau Gallie, and that it was Messrs. Hicks and Varnum, the Select Committee from its Board of Trustees to examine locations, who recommended the selection of that place, May 1, 1875. And upon the order of the Board, General John Varnum went to work and cut away the forests and laid off an avenue two miles long, with cross streets, and finished in the wilderness, by December 1 of that year, a temporary, fire proof college building of cut coquina stone, 35 by 65 feet, two stories high, with ten rooms, stone partitions and plastered. There was erected also a two-room dormitory, a toolhouse and other outbuildings. The College was provided with a fine pair of mules, harnesses, wagon, cart, plows, wheel-barrows, a harrow, a variety of farming implements, carpenter's tools; "a kitchen stove and utensils, beds and bedding, tables, chairs, Fairbank's scales, a handsome sloop-rigged yacht-boat, a skiff, etc., etc." All it needed was students and a sufficient faculty. Verily, verily, Florida had a white elephant on her hands in the shape of an Agricultural College for a long time before she learned what to do with it.

It must also be remembered that it was during Superintendent Hicks' term that the State series of uniform text-books recommended by Mr. McLin was adopted by the State Board of Education and a uniform series prescribed for adoption and distribution by County Boards; though like most things undertaken in those days, it practically ended with its beginning.

With this review of the first eight years' history of the public school system, it is here proper to pause for a few reflections upon the testimony and statistics presented by the five report-makers we have been reviewing.

The impressions produced by their recital of facts, contrasted with the statements and statistics of the three succeed-

ing State Suprintendents, should be ample evidence to justify a very reliable verdict. While admitting that there was apparent grounds for the claim that the Reconstructionists forced the public school system upon the State, and that there was really bitter opposition to universal education supported by taxation, especially as it applied to the negro, on the part of some of the white population, still in the light of subsequent facts and legislation as well, the conclusion can be justly drawn: First, that there was but little real opposition to the free school system; Second, that there was but little intelligent opposition to the education of the negro; Third, that the opposition was not to the education of the masses, to the law adopted, or to the tax levied—for many of the published reports of County Superintendents stated that the taxes were levied, collected, and "paid cheerfully." Opposition is a recognized fact, but the opposition was not so much against the educational movement *per se*, as against the *men themselves*, their *antecedents*, their *affiliations*, who had introduced and were charged with the execution of the law.

It is our especial desire right here to correct the imputation that the majority of the intelligent citizens of the State—who control public action in every government—was ever at any time since his emancipation opposed to negro education, or to universal education at public expense. The responsibility for whatever opposition there was, rightfully rests upon the heads of the men making the charge. Their lives, their characters, their social practices and advocacy of principles and lines of conduct not related directly to the subject of education *per se*, were at the foundation of the alleged opposition.

The truth is, the wrong party was in power in the State, for anything to succeed; and this truth was often virtually confessed, especially when Mr. Beecher declared that the co-operation of the Conservatives must be secured in order that the education problem might be solved. It always has been, is, and always will be unfortunate when aliens, or the representatives of the prevailing side in a contest take the reins of government in hand and attempt to enforce rapidly their sentiments, customs, or forms of law upon the overpowered. Success comes quicker and surer when new comers or victors merge themselves into the people and engraft their notions by acting through and with them.

Grave mistakes were made at that time on many important questions like this; it is neither true nor just that all of the blame should be laid at the door of the ignorance, prejudice, or lawlessness of Southern citizens.

In proof of the position assumed, call to mind the constant legislation and the favorable sentiment constantly growing and converging towards the public school idea up to the breaking out of the Civil War, with slavery in existence; is it not reasonable and fair to presume with this class, as citizens, that a free public school system would have soon followed without the intervention of alien help or notions?

In January, 1866, when every branch of the State government was under the control of ante-bellum inhabitants, with property values all destroyed and the people prostrated by the results of war, with not a dollar in the State treasury, a bill passed the Legislature providing for the education of the children of freedmen. This provided for levying a poll tax of one dollar on "all male persons of color between the ages of 21 and 45 years," and for the collection of a tuition fee of fifty cents a month for each pupil. Governor Walker appointed Rev. Duncan, Commissioner to organize these schools, which officer reported that he was welcomed and aided everywhere by the planters of the State, and that they readily gave sites and built or helped to build school houses, and contributed towards the payment of teachers of colored schools. In their poverty, despoiled by war, they were not ready to assume the education of this people, but this act shows that there was from the very outset no general opposition to his education.

In the heated campaign of 1876, the speakers of the party with which Superintendent Hicks was aligned, frightened the colored voters by telling them that the boon of public schools would be taken from them if the Democrats won the election. They won it, and Superintendent Hicks' successor two years after wrote, "The doubts and apprehensions once entertained by the colored portion of our population have been dispelled. Their schools have everywhere been in proportion to their numbers, and they express themselves as fully satisfied that justice has been accorded them." They won it; and the colored teachers and patrons in Alachua county, between the years of 1881 and 1892, told the writer, their County Superintendent, hundreds of times, that they had better schools, better paid and more competent teachers, and their schools received more attention under Democratic than under Republican rule.

They continued to win them; and when the Constitutional Convention of 1885 (nine years after these charges) convened—more than two-thirds Democratic—it provided for a State Normal School for colored students. Its President, Prof. T. DeS. Tucker a colored man of ability, in his report of 1887 writes, "Up to the assembling of the Convention of

1885, which framed the present organic law of the State, there was a growing conviction in the public mind that the colored people of the State should be given the advantages of an education higher than that furnished in the common schools"

Not only do legislation and personal witnesses deny this imputation, that should not go down to history undisputed, but so do all the subsequent statistics, the most convincing evidence, from Mr. Hicks administration to the present.

The truth of the matter is, there was too much politics in the State, in schools as well as everything else, and too much talking by the party in power for political effect North. Bad old days these, both North and South, when campaign thunder consisted of vilification, each believing the other.

It is sufficient refutation of the charge that the white Democrats were opposed to the free school system, or to the imposition of a tax to educate white and black alike, to examine the statistical tables in this volume and to remember that they have been in absolute and almost universal control of the government, county and State, since 1877.

The question naturally will arise, why would their opposition to the *men themselves* lead them to hold themselves aloof so largely from school matters, while in sympathy with the principle?

The answer is easy, and for hundreds of years yet in the South, if not for all time, their actions and apprehensions will be approved. They had no confidence in the business integrity of those in power, who with the enormous millage levied had so depreciated all State and county warrants that they sold for less than ⅛ par value; beyond that, the Civil Rights Bill stood as a frightful ghost; they had occasional practical illustration by those in power of social equality, possibly for political effect; they knew that there was no distinction of race in schools in many of the States North and as the result of the Civil Rights agitation that distinction would become rarer, *as it has;* they witnessed social equality in practice on the part of many of the Yankee school marms and masters who came here to instruct the freedmen; they heard from those same sources every now and then whisperings that "The cracker and negro ought to be educated in the same schools;" they often heard from similar sources that amalgamation would be the final settlement of the negro question despite present prejudices. Who wonders then that they were chary about deeding lots for school buildings to school boards for many years after the representatives of such social ideas had been hurled from power, lest their rule should return and the buildings be taken for the education of the negro, or for whites.

and blacks together? These, these, readers of a hundred years from now, were the grounds for the charges that the active citizens of Florida were opposed to public education of the masses and the negro in particular. Their cherished sentiments were so gratuitously, so maliciously, so wantonly insulted and outraged at every turn that they could not have been southern men and submitted tamely to it. The true Southerner is Anglo-Saxon and American in every fiber of his being and he will continue to combat all the blandishmeuts of wealth and seductions of power, that his home and his schools may remain for all time the hot bed for germinating a sentiment that shall plead for social distinctions and the purest type of Anglo-Saxon and true American manhood.

While all this is true, the intelligent man of the South is the best friend the negro has or ever had, on this green earth; he will extend him more genuine sympathy and real help in time of need, has greater forbearance with his faults and shortcomings—the negro knows it too—but socially he is held a different being. The sentiment is right, philosophy and the handwork and unwritten edict of God endorse it, and it will live, let others think and act as suit them best. And it is well to add right here, for the information of the pretended friend, and friend as well, of the negro, that sentiments and demonstrations of social equality and all efforts at co-education of the races in this quarter of the world do the negro infinitely more harm with his real friends (who *have paid* and still must and will pay for their education) than they can compensate for by doing a thousand times more than they will ever do for them.

No pardon is asked for this digression, as posterity ought to know why the charges were ever recorded that the people of the State were opposed to public schools and the education of the negro, or questioned his right to an education.

The next three administrations will be treated briefly, as the statistics speak sufficiently for them.

ADMINISTRATION OF SUPERINTENDENT HAISLEY.

As a result of the *memorable campaign* of 1876, George F. Drew was elected Governor, and Wm. P. Haisley, a native of Indiana, having come to Florida in 1867, a graduate of Yale and Harvard, and a teacher of several years experience, was by him appointed and took charge of the office of State Superintendent of Public Instruction in January of 1877. Superintendent Haisley's was strictly a business administration, no *buncombe* about it, nor exaggerating any of its results beyond just deserts. For the first time

since the organization of the system, statistics were complete and reliable, exhibiting no marks of guessing. Mr. Haisley himself wrote, "No county officer connected with the department has failed, during the last four years, to forward to this office his regular reports—something which had never before been done." His reports are models of neatness and succinctness, full but not fulsome; the statistical tables bear on their face the impression that they may be relied upon—it's cheering to examine such; they treat of many things not before reported and stand a silent rebuke to all previous efforts in that line.

In consequence of accumulated debts from year to year in the shape both of disfavor of the system from bad management and of depreciated school scrip, as low as thirty cents on the dollar, handed down as a legacy from his predecessors, Superintendent Haisley and many of his County Superintendents hardly had a fair showing in comparison with their successors. But the schools exhibited healthy growth in every respect each of his four years' term of office. During the quadrennium the school term was lengthened; the number of schools taught, their actual attendance, and cash school expenditure was doubled, while the school population and wealth of the State show no increase. Every county had so enhanced the value of school warrants, that hardly in any could school scrip be had for less than par value.

Mr. Haisley was truly a FIELD SUPERINTENDENT. He visited every county once each *biennium*, meeting with and instructing County Boards, delivering public lectures, commingling with the people and building up confidence and awakening interest in the school system. In consequence of fewness of railroads, his travel, embracing "five and six months," was largely done by private conveyance, necessitating privations and hardships, bespeaking a fidelity to duty and a heroism which succeeding generations will never understand and fully appreciate.

Aside from their statistical value, the reports and recommendations of his corps of County Superintendents are the ablest that have been published from the Department even to the present time.

His last year's service was crippled by an Act of the Legislature of 1879 reducing the maximum county levy for schools to two and one-half mills, but no diminuition is witnessed anywhere except in the amount expended for schools.

The following are among his recommendations to the Legislature:

That the rate of county levy for schools be restored to five mills, as the people had never objected to the school tax, nor would they when judiciously applied.

That the course of study in the common schools be limited to Orthography, Reading, Writing, Arithmetic, Geography, and English Grammar;

That the poll tax be made a prerequisite to the right of suffrage, and the fund arising be applied to school purposes;

That County Superintendents be required to take the census and the fund specified from which they are to be paid.

That only teachers be eligible to the office of County Superintendent.

He states in his last report that the adoption of county uniformity of text-books, reported in his first, had objections to it, and he recommended STATE UNIFORMITY in the following language: "I would recommend that a law be passed vesting the Board of Education, or some commission appointed for the purpose, with power to select a series, the adoption of which shall be enforced in all the schools of the State, and requiring that no change shall be made in less than five years."

He, and County Superintendent F. Pasco also, recommended that the duties of County Superintendents, School Boards and minor school officers be so clearly defined and limited that there might be no conflict, and that it might not appear the duty of three officers to do the same thing.

He plead for the exereise of more care in the selection of school officers and teachers, that incompetents and those not in sympathy with the work should not be selected;

He urges the necessity for one, and suggests that a strong Normal School could be established out of the Agricultural College, Seminary, and the Peabody appropriations to the State.

He reports some efforts made to establish Teachers' Institutes, which never before had been attempted; and reports the success greater than was expected, being attended not only by teachers, but school officers and leading citizens.

He writes: "I am aware that many condemn the public school system as of alien birth, but it is not true, as is generally supposed, that the doctrine of educating the people at the expense of the government is an importation into the South. Mr. Jefferson was one of its first advocates in our country, and claimed that it is the right and duty of a State to tax itself for the support of elementary schools." He further says, where the institution had its birth, or who or what.

party had been its opponent should not concern us, if the condition of our country demand its maintenance. "The unfriendly feeling against the public schools has, in a great measure, given way to a strong, healthy sentiment in their favor."

It is added in closing, considering the circumstances under which he labored, Mr. Haisley's administration stands first, or with the best.

ADMINISTRATION OF SUPERINTENDENT FOSTER.

On January 31, 1881, Governor Wm. D. Bloxham appointed Hon. Eleazer K. Foster, a graduate of Yale, Class of '63, State Superintendent of Public Instruction, who immediately entered upon the discharge of the duties of the office. He was a native of the State of Connecticut, a lawyer by profession, in habits of mind and inclination, and doubtless occupied the office at great financial loss to himself and at a sacrifice of his personal preferences.

Mr. Foster had been in the State sixteen years when he received his appointment; had settled at Sanford, where he still lives and practices his profession.

He resigned before the expiration of his term, and his successor assumed the duties of the office February 22, 1884, thus making his term of service a little over three years. The poor record of the schools reported for the year 1881 is not properly chargeable to Superintendent Foster's administration. The schools usually do not open until about October 1; those reported for this year began the previous October and are always practically taught before a new Superintendent has any shaping of school matters. The decrease in many lines reported for that year is due to the lowering of the tax levy by the Legislature of 1879. The Legislature of 1881 made more liberal provisions for education, possibly owing largely to Superintendent's Haisley's recommendation that a uniform levy of 5 mills for public schools be required of all the counties.

While the Legislature did not raise the levy to 5 mills, still it fixed a minimum and maximum rate of 2½ and 4 mills. For that year eight counties assessed the maximum, two 3½ mills, eleven 3 mills, and eighteen the minimum. This fact is mentioned to illustrate the sentiment of County Commissioners relative to taxation for schools, as they were charged with the duty of making the levy between these limits. To represent that sentiment truly, the fact must not be forgotten, that besides the county levy, there was all through these years a State levy of one mill for the public

schools; to which was added the interest on the permanent school fund and other funds set apart for these purposes, though not amounting to a great deal in the aggregate.

Besides many good suggestions and recommendations contained in his report, Superintendent Foster expressed a hope also that "the time will come when teachers shall be paid according to their capacity and the character of the labor performed rather than on the basis of average attendance of pupils, as is now so often the case."

The following are among his suggestions and recommendations to the Legislature, some of them being also endorsed and emphasized in the message of Governor Bloxham: That a law be enacted "requiring County Superintendents to keep proper records and make full and complete reports" to the State Department, "affixing a penalty for failure to do so" (his statistical tables bespeak a crying need for the law and its enforcement); that the 1 mill tax be sent to the State Treasury and apportioned on the basis of school population, like the interest fund; that an appropriation be made for Teachers' Institutes; that the power of School Boards relative to building and furnishing school houses be more closely defined; that a STATE UNIFORM SERIES OF TEXT-BOOKS be adopted, or county adoptions be made obligatory for a term of years; that it be made a misdemeanor for school officers to act as agents of publishers in securing the adoption of text-books; that a State Reformatory School be established; that the system of appointing School Boards on the recommendation of the legislators of a county be changed; that an Institute for Deaf Mutes be established; that County Superintendents be given the power to revoke certificates of teachers for intemperance, immorality, or "for other good cause;" after stressing the importance of selecting fit men for County Superintendents, if such be selected "that the law be so changed as to require these officers to visit each school during each scholastic session, and to spend *one day*, when practicable, at *each school*;" that School Boards be reduced to three members,—suggesting that in some counties their duties might be well performed by the County Commissioners, with the hint implied that when they were made responsible for the conduct of the schools, that perhaps the disposition to economize would not then always be at the expense of the schools.

He simply endorsed *thorough examinations*, and reiterates the fact emphasized by all of his predecessors, to-wit: "Better teachers is the great need of the school system in the State."

In recommending great care and the closest scrutiny in selecting teachers as to moral character, he says, "under no circumstance issue certificates to those who may be addicted to intemperance."

He concludes with the statement that "marked improvement" had been made in the schools and in school interest in two years, but that the "system and the schools are still far from perfect."

He stated a fact that was more applicable to the next administration than to his own, in saying "many boards look more at the *quantity* than the *quality* of the schools."

It is due to this administration to say, that more of its suggestions and recommendations were enacted into law by the Legislatures of 1883 and succeeding legislatures, than those of any other; in fact, nearly every one of them has been engrafted into the school law in some shape at one time or another.

The Legislature of 1883 made an appropriation of $4,000.00 *each for years* 1883 and 1884, for Institutes and Normal Instructions. This appropriation was expended in conducting four institutes each for whites and negroes, one Normal of a month's duration for colored teachers, and in maintaining Normal departments in East and West Florida Seminaries.

It was made a misdemeanor for school officers and teachers to deal in text-books or to be agents of publishers in securing adoptions, the system of appointing School Boards was changed; a Deaf Mute Institute was established; County Superintendents were given power to revoke certificates and were required to visit schools; School Boards after some years were reduced to three members.

So it may be truly held that this administration was a success in suggesting and securing the passage of such laws as tended to perfect the system and to aid in its after development.

The reader is now referred to table A which speaks more forcibly, clearly and truthfully about this administration than many lines composed or quoted by the writer.

ADMINISTRATION OF SUPERINTENDENT RUSSELL.

Hon. Albert J. Russell was born in Petersburg, Va., January 15, 1829, educated at Anderson Seminary, in his native town. His occupation in earlier life was that of architect and builder, studying his profession in Philadelphia, afterwards pursuing it for eight years in Charleston, S. C. Removing to Florida in 1859, he took part in the discussions on Secession, and afterwards

served as an officer through the Civil War. While County Superintendent of Duval county, on the resignation of Supt. Foster, he received the appointment of State Superintendent at the hands of Gov. Wm. D. Bloxham, February 21, 1884. He was re-appointed by Gov. Edward A. Perry in 1885, and was nominated and elected on the Democratic ticket by vote of the people in November 1888, the Constitution of 1885 having made the office elective, thus serving continuously from February 21, 1884, to January 3, 1893, a term of eight years, 10 months and 12 days.

Much had been done by the two previous administrations towards popularizing the public schools. The enrollment as compared with the school population had been increased from 35 per cent. in 1876 to 70 per cent. in 1882; that is, 35 in every 100 children of school age were enrolled in the schools in 1876, while 70 in every 100 went to school in 1882. Yet in the language of both Superintendents Haisley and Foster the public schools were "far from perfect" and there "was much still to be accomplished—may difficulties to be overcome, and the work will require the exercise of great patience, as well as the most energetic effort."

In arousing the popular mind to a proper appreciation of the public schools, it hardly admits of question, that Superintendent Russell was better suited to the work and succeeded beyond any of his predecessors. Not only was he particularly fitted for the work by rare natural endowments, but his peculiarly advantageous environment and his wide affiliations gave him a breadth and strength of influence possessed perhaps by few men in the State; and his appointment by Governor Bloxham was a most fortunate one.

In the first place, he was a Confederate Veteran and, by virtue of this relation, had influence with the very element whose interest was so desirable to be enlisted; besides this, he was prominent in Sunday school and church work, a highly honored Free Mason, Odd Fellow, Knight of Honor, temperance man in various orders, and with it all an earnest, eloquent, magnetic speaker, who in his various offices had spoken from nearly every rostrum in the State, either upon politics or upon other popular subjects, in the discharge of some of his fraternal obligations.

The best of all, he was an enthusiastic advocate of universal education at State expense, not given to criticism or to defect hunting in the school system, or in his loyal colaborers and subordinates, but on the contrary, predisposed to congratulate and compliment everyone into good spirits and into his best efforts, and to praise everything done, until the door

felt proud of his work. It is not a matter for surprise then, that he had won a warm place in the hearts of many of his officers and teachers, even though some of his work might not stand the test of careful scrutiny. Nor is it to be wondered at that one so constituted should say in one of his last reports "the people are alive to the importance of the" public schools, "and properly value the privileges and opportunities afforded, and are using them to the greatest advantage. Improvement, wherever possible, is the manifest spirit everywhere, as to patrons, school officers, teachers and pupils."

In a similar strain in his last report he says, "the people cherish the school (meaning the public schools) as a great blessing," and "an earnest desire for excellence and success pervades the entire corps of teachers of the State; even the humblest have caught the inspiration and are hard at work and study, seizing upon every opportunity for advancement." "There is not a county in the State in which there does not exist an abiding interest, and a disposition to improve their respective schools in every respect." It does not admit of any question, that Superintendent Russell believed every line that he penned, for it is his nature to feel so, his head and big heart were so completely full of his great work that he imagined everyone making pretensions in that direction was as deeply in earnest and in love with the work as himself. Yet his language bespeaks a condition that seldom exists in public school affairs. There is hardly a doubt that he saw very little improvement to be made in the system as operating, and all that it required in his opinion was to be let alone and allowed to grow. No fair mind will deny that a grand work was done during this long administration, especially in begetting confidence, in allaying prejudices born in the early history of the system, and in lifting the public mind and conscience to a proper appreciation of the possibilities of the public schools, and in creating a cheerful willingness to support them by taxation. This was the very work needed most at the time, and which Superintendent Russell as peculiarly qualified therefor was called upon to perform.

But as nothing devised or carried on by human agencies ever reaches perfection, it could not be soberly said that educational interest on the part of either patrons, school officers or teachers had anything like approximated perfection. In the work of public education there is ample room for all to work and to progress for all time to come.

There was a rapid increase in the State in wealth, population and school expenditure in the decade beginning about 1880;

and as the natural result of these, a large increase in the attendance upon schools, not due, however, in an especial manner to the efforts or influence of any single individual.

The marvelous growth in many lines exhibited in Table A is due to a combination of influences, such as, the result of the election in 1880 demonstrating that power had safely passed out of the hands of those ruling the State during the reconstruction period; the confidence begotten through the rapid payment of the accumulated debts fastened upon the State through a period of eight years; the large reduction of tax rates; and the advertising the State had received through her Bureau of Immigration and the Disston Land Sale. In consequence of this a strong tide of immigration set in, large bodies of land for the first time found their places on the tax-books, railroads began to multiply and to pay taxes, and the truth is, it would have been strange if school interests had not kept pace with the increase in wealth and population.

Previous administrations have a share in this growth, because they paid the debts, helped to restore confidence, and thereby cleared the way for progress.

There are some facts apparent in Table A that need explanation. It appears that in the year 1882 70 in 100 of all the children of school age were attending school, while in 1892, at the close of Superintendent Russell's administration of popularizing the system, only 65 in every 100 were enrolled. It is evident that the school census of 1892 is exaggerated—there being too much inducement to the great number of persons entrusted with the primary work of taking that census, to make large returns. Hence the apparent falling off above alluded to, is questioned by attacking the census. It is our belief that there was a larger per centage of the children of school age enrolled in the schools at the close of Superintendent Russell's term than ever before.

That census is attacked on another ground; if there were 144,106 children of school age in 1892, at the usual rate of one school child for every three and one-half or four, or even three, of the population, the census takers of 1890 ought to have returned a population for the State of a half million or more. While it is strongly believed that there never has been anything like a reliable census of the State under Republican rule, still the school census of 1892 would indicate too great a disparity between the estimated and reported census to beget confidence in that report.

Those who will stop to consider must pity the administration that immediately succeeds that of Superintendent Russell's and that must be compared with it. While it has been

lauded all that language will bear, still it had its defects, and there is left work that a *proper* successor *might* do. Sufficient time has not elapsed to estimate correctly an administration so popular with those having most to do with it, nor is its immediate successor the proper historian for it. Still it occurred to him that the first work to which he ought to devote attention was to dispel some of the glamour of congratulation and eulogy beneath which the true condition of things was largely hidden; and ignoring appearances and professions, test how large a proportion of the teachers were in reality as enthusiastic and well fitted for their responsible duties as thought and reported to be. If any be found wanting, to inaugurate means to help them. The next duty, to improve the statistics reporting the condition of the work. Superintendent Russell was not a careful statistician, or successful gatherer of statistics. He permitted himself to transcribe into his tables, and carried over into his totals and summaries, fabulous facts which show on their face that they can not be true. In proof of this statement, only one or two instances among many will be cited; in the attendance of pupils from Orange county for the years 1885 and 1886; his reports show an enrollment of 10,473 and 12,554 pupils repectively for those years, not only equal to the population of the county, but twice the school enrollment of the most populous county of the State. These amounts appear in the totals, showing that it could not have been a mere typographical error.

Again, the average attendance of pupils for the year 1884-85 when properly footed should be 41,970, instead of 45,850; and in Osceola county for the year 1888-89, it is recorded as 5,206, and so carried into the footings, while the enrollment in schools in that county for that year was only 741—the whole population of the county being less than the reported average attendance in her schools. These are the largest errors, but there are many more that have passed undisputed and have been published and have created an impression, that will never be effaced, should any one care to correct them. They place at great discount the administration that must be compared with such reckless use of figures.

There is no pleasure in calling attention to such facts, and it is rendered necessary only in self-defense of an administration that is exceedingly careful in trying to speak nothing but absolute facts through the language of figures in statistics.

Despite these small matters, Superintendent Russell and

his work deserve to and will go down in history crowned with the greatest honor.

It would be entirely out of place here to give more than an *outline* of the work performed during this long and active administration. It began, it may be said, almost simultaneously with the era of great growth in every line in the State. In proof of this statement, observe the increase in population, assessed value of property, and invested school fund exhibited for every year in Table A.

Taking up this administration topically, the more important features of each topic will be traced through the whole period, one after another.

TESTIMONY OF SUPERINTENDENT RUSSELL AS TO PROGRESS OF WORK.

Ten months after Superintendent Russell entered upon the discharge of the duties of the office, in his first report, he said: "It is my very great pleasure to report a greatly increased interest on the part of the people in the work of the schools all over the State." Public meetings were held and the people of several counties were addressed and conferred with and they, "without exception, evinced a deep and abiding interest in the schools."

In his report for the year 1885, "I can heartily congratulate the people of Florida upon the growth and advancement made in the public school system in the State, not only in number of schools, the attendance of pupils, and interest on the part of the people everywhere, but also upon the excellency of the work done, the increased efficiency of the teachers, coupled with a most laudable ambition on their part to excel in everything that tends to make up a real teacher."

In the report of 1886, "I am happy to be able to state that this increase, growth and interest, has not abated during the year 1886, but that throughout the State, in every county, there is organization, interest and advancement. Teachers are more alive to their work, recognizing that the day for the 'old schoolmaster, with his green spectacles and buck-horn handled cane and birchen rod,' has passed. * * * Parents and guardians have awakened to a much deeper interest in the schools."

In the report of 1887, "There has been a steady growth of interest throughout the State in the public schools, a constant advance in their efficiency, while a most healthful '*esprit du corps*' animates the teachers as a rule, a result of which is that much better work has been accomplished. Patrons are

becoming more identified with the schools and manifest a deep and lively interest in their management and success.

"It can be safely said, there are but few children who live in isolated places now in the State to whom the door of the school is not opened without *fee* or hindrance, of any race or condition of the population, and there is every reason for believing there are comparatively very few of the youth of school age who are not able to read.

"Every county in the State, even the most remote and isolated, is organized and has its public schools in operation. The six new counties created by the last Legislature have been organized, and started off upon their work at the beginning of the school year, October 18, with less friction than could possibly have been expected."

In the report of 1888, "The time is past when it was necessary for the officer in charge of the great interests of popular education to feel the necessity of either argument or persuasion, to induce the people generally to avail themselves of the inestimable privilege of the public school. Every county in the State is now thoroughly organized, and in almost every settlement or neighborhood in the counties there is a school organized and operated, the door of which is wide open to every child, schools for both the white and negro children. * * * Illiteracy is being rapidly banished from the State."

In the report of 1889, "The continued interest, progress, and improvement, in the system of public instruction throughout the entire State is exceedingly gratifying and of brilliant promise for the future; indeed, it may be said that no other interest has a greater hold upon the appreciation of the people, * * * the effort is to increase the facilities, adopt the new and approved methods of imparting instruction, and making the school room really attractive and winsome to the pupils. Building new school houses still continues in most counties; * * * while nearly all school houses are being supplied with improved furniture. * * *

"The school interests of the State are really now in the condition of the prudent and thrifty farmer's crops; the soil has been thoroughly prepared, the seed has been carefully and properly sown, the germs have sprung, so that to protect, guard, and direct, and the whole State must reap and gather a harvest for the grand future coming to it, of men and women, citizens better prepared and qualified for the questions of the future and its duties and responsibilities, and discharge them with honor and blessing."

In the report of 1890, "I have great pleasure in reporting

the continued and increased interest in the public schools in every county in the State, as well as a steady advance in thoroughness and efficiency, a stricter requirement in the qualifications of the teachers, and in the attention given by county authorities to institutes for teachers. * * * In addition to this, is the universal increase of care and interest on the part of the people and parents, more frequent visitation and inquiry into the affairs of the school room. * * * There has been in many of the counties a large increase in the erection of new school houses, and these have been, in almost every instance, furnished and equipped with the best sittings and furniture, charts and appliances. * * * The number of schools has been still increased, notwithstanding it had appeared at the close of the preceding school year that the State, in most parts, had been fully supplied.

"It is a matter of deep interest and a cause of congratulation to witness the passing away of the crude *old-time* school house, and, taking their places, the new and more comfortable, better ventilated, lighted, and pleasant school houses." He reports 93 erected during the year, costing $33,000; supplied with 5,774 sittings costing $12,673.

In the report of 1891, "Continued success and advance characterize the public schools of the State in every county. The people are alive to the importance of the work, and properly value the privileges and opportunities afforded, and are using them to the greatest advantage. Improvement, wherever possible, is the manifest spirit everywhere, as to patrons, school officers, teachers and pupils. * * * Steadily does the improvement in school houses, furniture and general equipments, and appliances and facilities, advance with the growth and popularity of the system."

And in the report of 1892, he sums up as follows: "The work of the public schools of the State has progressed with unabated zeal and with excellent results in every county in the State. * * * This is my last report of a long term of years in the educational work of my beloved State. * * * I have had the great reward to see and feel its wonderful growth and development. From a very poor state of organization and life, I have been permitted to aid in its development to thrice itself in numbers; in popularity with the people; in the melting away of prejudice; in the hearty support given it by the people, to an extent unexceeded by the people in any State. * * * A truer and more earnest body of men and women as teachers have never worked under the superintendency of any man, or, in the main, have been better qualified."

After such positive, overflowing and reiterated testimony as to continuous increase in every year on the part of all concerned, to marvelous growth in every particular essential to a perfectly successful school system, and to results that call yearly for earnest and deep congratulations on the part of all having an interest, what history is necessary more than to give the statisticals results of each year, as proposed in Table A, and permit the reader to judge as to the merits and growth of the system and the basis for so great satisfaction and congratulation for results ?

But possibly, there are those desirous of knowing how such results were obtained, beyond being told that they were largely due to the fitness of the man entrusted with the guidance and leadership of the work. In order to satisfy those curious to know the *means* employed to effect such happy results, a partial outline of some of the more prominent features of the work will be given.

TEACHERS' INSTITUTES AND STATE ASSOCIATION.

The Legislature of 1883, the most liberal in the history of the State, save the one of 1887, in making appropriations for educational purposes, had set aside $1,000 for county Institutes for that and the succeeding year, 1894. This amount and $1,300 donated from the Peabody Fund were at Supt. Russell's disposal for this purpose. Consequently competent instructors were employed and Institutes were held in seven "individual counties" that year. The plan of grouping two, three or more counties was first tried, and abandoned as a failure; because there were only "two or three" teachers present from the counties in the group outside the one in which the Institute was held. At first many kept themselves away, having the "impression that these Institutes were to be places and times of severe test and examination." Reported as expended for Institutes this year only $600. The work of the Institutes was highly commended and the Legislature of 1885 was urged to make larger appropriations for holding them "on a still more enlarged and extended plan;" to enact a law making "it obligatory upon County Superintendents to organize" and work *these* up at the appointment of the State authorities, and also (to make it obligatory) upon the teachers to attend them or be disqualified to teach."

The Legislature of 1885 made an appropriation of $1,000 per annum for the continuance of this work for the years 1885 and 1886. In 1885, with Professor H. N. Felkel and Jno. A. Graham, as principals, and Madames Helen B. Webster and H. K. Ingram, as assistants, there were held fifteen Institutes

embracing seventeen counties, with an aggregate attendance of 497 teachers brought "under the influence" of these instructors, which instructors were laboring "to be intensely practical and thorough" and earnestly trying "to *teach how to teach.*"

Supt. Russell says, "I determined, if possible, to make our Institutes for the year 1886, still more enthusiastic, instructive and useful, and to bring the people out to witness and enjoy our work." The Institutes held for that year for a period of one and two weeks, as circumstances warranted, were as follows: One in Duval county for the negro teachers of East Florida, nine for white teachers, which through combining reached fourteen counties. The expense of these county Institutes for the two years 1885 and 1886 was $3,760.54, of this $2,473.54 was from State appropriation and $1,287 out of the Peabody Fund. It was stated that the expense of these Institutes had been "greatly reduced and the cost made almost nominal when compared with the cost in other states."

The Peabody Fund was withdrawn from this State at the meeting of the Trustees in 1885 on account of some trouble in regard to Florida bonds. The fact must not be overlooked that in February 1886, "the first State Teachers' Institute and the first County Superintendents' Convention ever held in this State" met at DeFuniak Springs, confessedly through the "enterprise and liberality of the Florida Chautauqua." The railroad and steamboat lines reduced their rates to one-half a cent a mile for all teachers, school officers, and workers attending the session. As the result of this, "345 teachers and the Superintendents from a majority of the counties" were in attendance. "We were supplied with lecturers from among the foremost educators of the country, both male and female, and the entire time during the *forenoon* of each day for one week was freely surrendered to the Institute." It was at this gathering that the Florida State Teachers' Association was formed and regularly organized by the election of Rev. F. Pasco as President.

The Legislature of 1887 continued the appropriation for County Institutes for the years 1887 and 1888, with an allowance of $1,500 per annum.

The State Teachers' Association was again held at DeFuniak Springs, the second week in February. Over three hundred teachers, with County Superintendents from eighteen of the thirty-nine counties were present and "enjoyed a week of most profitable instruction from such men as Dr. Payne, of the Michigan University, Dr. Edward Brooks, of Pennsylvania, and others of equal prominence." The same

rate of "one-half cent per mile going and returning" and low rates of board were secured for all attending.

The County Institute work proper began June 15th, the corps of instructors consisting of Professors H. N. Felkel, J. W. N. Erwin, Henry Mertz, Harry W. Demilly and Mrs. H. K. Ingram. Institutes were held in thirteen counties before September 30th, as follows: Three lasting two weeks, ten for one week, four being for negroes and six for whites. Their cost in the aggregate was $1,587.59. The State Superintendent was present at most of these and addressed the teachers and the people.

In 1888, the State Teachers' Association and County Superintendents' Convention, of the latter seventeen counties represented, were again held at DeFuniak Springs in March, under the same auspices and with the same favorable rates, through the continued friendship, to the enterprise, of Capt. A. O. MacDonell and Col. W. D. Chipley, railroad officials, but the attendance was somewhat diminished.

As soon as the county schools of that year were closed, a double corps of County Institute instructors was put into the field. There were held nine institutes for whites, embracing ten counties; one for two weeks and eight for one week. Also one institute for negroes at Lake City for all the counties, for two weeks—the whole costing $1,387.22.

The institutes were acknowledged to have been the "most effective instrumentality in the hands of the State Superintendent in awakening interest," and the Legislature was earnestly urged by Superintendent Russell to continue the appropriation and to increase it "a few hundred dollars."

The Legislature of 1889, however, *refused to make any appropriation for County Institutes*, for the first time since Superintendent Foster first secured an appropriation for that purpose.

In his report for that year Superintendent Russell said: "Of course, the State Superintendent could not hold and conduct institutes without the means with which to defray the expenses of them." Nevertheless, eleven of the counties held them, and with great success, on their own account, among these were "Alachua, (for two months, one each for both races, as had been her custom for several years), Escambia, Duval, Sumter, Lake, Putnam, Volusia, Orange (two weeks), Brevard, Hillsborough and Levy."

The State Teachers' Association was again held at De Funiak Springs, in March, under the same favorable auspices, and was well attended, but quite diminished from that of preceding year's attendance, estimated by some not to be over

150. In consequence, the next meeting was voted by the Association to be held at Ocala, in accordance with the idea of having the meetings move around, as advocated for some years by the County Superintendent of Alachua and a few others.

In the year 1890, the State Teachers' Association met in Ocala, in March, and though not so favorable transportation rates as formerly had been secured still a rate of one cent a mile each way was obtained, and the attendance was greater than it had been since the first meeting at DeFuniak Springs. Lecturers were provided from the ranks of the teachers of the State, the *whole time* was devoted to the consideration of matters pertaining to the school work before them, without the attractions and distractions of the Florida Chautauqua. Dr. W. F. Yocum was elected president instead of F. Pasco, who had occupied that position from the organization. The next Association was by vote carried to Tampa. On the whole, the meeting at Ocala was one of the most enjoyable and profitable in the history of the Association. For the first time since its organization, the State Superintendent was absent in consequence of sickness, and his presence and counsel were greatly missed.

The regular County Institutes were not held again this year under State auspices for the reason already assigned. Yet many of the counties, under their own management and at county expense, held Institutes, "some for two months, one month, two weeks, and one week." Those held for two months were in Alachua (one each for both races) and Polk. Those for one month were, Hillsborough, Marion, Putnam, Washington, Levy, Jefferson and St. Johns.

In the year 1891, the State Teachers' Association and County Superintendents Convention, of the latter 26 out of 45 present, were held at Tampa in March. There was still an increased attendance over the year previous, and the largest in the history of the Association up to that date. A splendid programme filled principally by teachers of the State, was carried out; a new constitution for the Association was adopted, prohibiting a president from being his own successor. Professor J. M. Stuart was elected president. The next Association was voted to be held in Jacksonville, and the time of meeting, at the suggestion and advocacy of the County Superintendent of Alachua, was fixed for the week immediately following Christmas week, so as to make only one break in the schools for the holidays and the Association meeting.

Again, for this year, no County Institutes were held under State control, as the Legislature of 1891, like its immediate

predecessor, had made no appropriation for that purpose, and the Peabody Fund had been withdrawn from the State, as before mentioned.

But county school officers selected and employed competent instructors and held Institutes, Summer Schools, or Summer Normals (as they now begin to be called) in sixteen counties of the State from two weeks to two months. "These counties holding them as reported to this office, are" says Supt. Russell:" Alachua, (for two months) both for white and negro teachers separate, Escambia, Holmes, Washington, Jefferson, Suwannee, Columbia, Bradford, Marion, Putnam, Orange, Polk, Manatee, Lafayette and Levy," and the writer adds, Hillsborough, as it was evidently omitted by oversight.

In 1892, the State Teachers' Association met in the city of Jacksonville the first week in January, some of the transportation lines giving entirely free rates, notably the J. T. & K. W., R. R. system, and others mere nominal rates. This with the further favorable circumstance of holding the meeting the first week in January, conspired to bring together the largest attendance of *teachers*, *school officers* and *advanced pupils*, yet recorded in the history of the Association, estimated to be about 1,000, in all, about 600 probably being *teachers*. The programme was made up almost entirely from the ranks of Florida teachers. As to how they measured up to the responsibilities placed upon them, Supt. Russell, said: "The papers read were admirable, full of truth, and adapted to the work in Florida. * * * It was a great and profitable meeting." The next Association was carried to DeFuniak Springs again, and the time fixed for April. Prof. G. P. Glenn was elected President.

County Institutes were held by the counties, as in the year before, for the reason heretofore assigned. In some counties they lasted as long as three months, notably in Hillsborough, in others for two months, and for shorter periods. The counties were; Alachua, (one for each race for two months) Marion, Volusia, Lake and Polk; for shorter periods DeSoto, Washington, Holmes and Pasco.

Upon the authority of Supt. Russell: "These Institutes can not be exaggerated as to the amount of good resultant from them." He endorsed the suggestion that had been considered in part by the State Teachers' Association, that the Association should formulate a course of study for the County Institutes, running through a course of years, which should be adopted by the conductors of all County Institutes, so that uniformity as to methods, work and discipline might be secured.

So ends the history of two of the agencies that contributed largely towards the successful development and existant progress in all school lines during this administration.

NORMAL INSTRUCTION.

The next strongest agency, possibly, in contributing to the breadth and depth of interest taken in the public schools at this period, was the effort made in furnishing normal instruction to the teachers of the State. On his entrance into office Superintendent Russell found $3,000 set apart by the Legislature of 1883, through the instrumentality of his predecessor, Superintendent Foster, for the pursuit of that all important work. During the year 1884, the Normal Departments that had already been established in both the East and West Florida Seminaries were continued as before. These training classes were open to white persons of good moral character over fifteen years of age, desiring to make teaching a profession, on their promising to remain in these departments for two years, and, after that time, to teach at least two years in the State. The consideration for this agreement was free tuition in these schools. The number complying with these conditions and enrolled in these departments for that year, was reported as fifteen in the West, and ten in the East Florida Seminary.

The provision made for the negroes for the same year was two "Normal Schools" of two months' duration, one at Gainesville and one at Tallahassee. Said Superintendent Russell, "the best instructors at my command were employed, who earnestly and faithfully labored *to teach* these people *how to teach.* I have every reason to believe much good has been accomplished. The principals of these schools were Professors W. N. Sheats at Gainesville, and John A. Graham at Tallahassee." The attendance at each was forty-seven; from this aggregate of ninety-four, certificates to teach were issued to fifty-one, eleven receiving second grade, and forty third grade certificates. The cost of both schools was $898.

The Legislature of 1885 appropriated $1,000, each, for the continuance of normal instruction for the years 1885 and 1886.

The Normal Departments were continued through both years in the two Seminaries, at a cost of $750 per annum in each. The attendance is not reported, but Superintendent Russell said: "The reports made by the Presidents of these Seminaries exhibit a very satisfactory state of progress, as to increase in attendance." As to the character of the work, he

said: "Very good work is done. * * * It is true these Seminaries have not the facilities that many Normal Schools have, but they have excellent workers and produce good results."

During these same years the "Normals" for negro teachers were continued at Gainesville and Tallahassee for two months each. In regard to the conduct of these schools the State Superintendent said: "I have sought to obtain good instructors, and employed Professors Sheats, Waters, Goodwin, Maddox, and Mrs. Ingram (not all the same year), at Gainesville; and Professors Felkel, Graham and Merz at Tallahassee." The attendance at Gainesville was "forty-nine and seventy" respectively, for each year; at Tallahassee "forty-seven and seventy-one," a total of 237 of the teachers of this race receiving two months' normal instruction. The cost of both for 1885 was $817.25, for 1886, $1,088.39.

STATE CONSTITUTIONAL CONVENTION.

While these efforts were being made to prepare the teachers of the State for a better grade of work, the public mind was being educated to do more liberal things and to create a more systematic organization for imparting normal instruction. In May, 1885, the Constitutional Convention met to revise the old or to adopt a new State Constitution.

That body recognized the demands of public education encumbent upon the State as no past legislative body had ever done. The matter of providing for education at public expense was no longer left to capricious economists in succeeding Legislatures seeking cheap notoriety at efforts to relieve the burdens of government upon "*the dear people*" by reducing the school tax. This convention created a State Board of Education as now constituted: the Governor, Secretary of State, State Treasurer, Attorney General, and State Superintendent of Public Instruction. It specified definitely what funds should be set apart for the creation of a *permanent* State School Fund. It provided for a State tax of one mill, and for the apportionment of this fund, with the *interest* on the *permanent* fund among the counties of the State annually; for a *County Tax* "of not less than 3 mills nor more than 5 mills;" for a *School District Tax* "not to exeed 3 mills, whenever a majority of the qualified electors thereof (of such district), that pay a tax on real or personal property, shall vote in favor of such levy." It further made it mandatory upon the next Legislature at "its first session" to "provide for the establishment, maintenance and management of such

Normal Schools, not to exceed two, as the interests of public education demand."

It is a matter of history, which he trusts he may with pardonable pride mention here, *that the writer of this epitome was the author of all but one of these provisions*, and a firm and zealous advocate of all of them, he, at that time, being County Superintendent of Schools and a delegate in that Convention from Alachua county.

The section providing for such liberal *County School Tax* and fixing it in the organic law of the State, and the one making possible a *District School Tax*, met with determined and persistent opposition, both in that body and in some of the leading journals of the State; notably among the latter, the *Daily Herald* of Jacksonville, edited by John Temple Graves, which in long editorials asserted that the "school crank" in the Convention was trying to "confiscate the property of the State to educate negroes with," and that there could be no use for so much school fund. Both of these sections were adopted originally by a small majority, furnished by a minority of the Democratic vote in that body, aided by the Republican vote, which the Journals of that body will show, and a full and just statement of the whole truth renders it necessary to record.

This Constitution was ratified by a vote of the people in November, 1886.

It comes in place here to state, that the intrenchment of these provisions in the *organic law* of the State, thereby insuring *certain* and *increasingly* augmented school revenues (which began to be collected in 1887, and will continue to be raised for all time, without let or hinderance on the part of succeeding Legislatures—until voted down by the people, which they will never do), had more to do with the after success and growth of schools and all school interests in Florida than the labors of any one individual or set of indviduals since that date. These are facts of the State's educational history, and as such are recorded here with no purpose to disparage the claims and assumptions of any of the other agencies or persons having rendered important service in the development of the State's school system.

So the Legislature of 1887 made no provision for the continuance of such "Normal" instruction as had been furnished up to that time, but obeyed cheerfully the mandate of the Constitutional Convention and provided for the Normal Schools.

While it was not our purpose to write the history of Higher Education here, those schools are so intimately related to the

growth of the public school system that a brief account of their growth and establishment seems necessary.

NORMAL SCHOOLS.

The Legislature of 1887, as has been stated, created two Normal Schools, as was contemplated in the Constitutional provision, one for whites and one for negroes.

The management of these schools was vested in the State Board of Education. The one for whites was located at DeFuniak Springs, the one for negroes at Tallahassee. The appropriation for these schools was $4,000 each for each of the two years 1887 and 1888.

(By the Legislature of 1889, a donation of $5,000 was also made to the Normal School and Business Institute located at White Springs, in Hamilton county, to aid in the construction of a building. This was a private enterprise belonging to Professor J. L. Skipworth, the consideration on the part of the State for this exceedingly liberal appropriation being a tender of free tuition in that school perpetually for one pupil from each Senatorial district, to be subject to the appointment of the State Senator thereof).

The State Board of Education elected as the first principals of each of these State Normals, Professor H. N. Felkel for the one at DeFuniak, and Professor T. DeS. Tucker, colored, who still occupies that responsible position, for the one at Tallahassee.

A new building for the Normal for negroes—a wooden, one-story structure, "a simple Grecian temple, cruciform in shape," capable of accommodating 150 students—was completed in time for the opening of the school in October of that year.

The Chautauqua Association provided, free of rent, a large building for the Normal for whites.

Both schools opened with fair equipment, such as patent desks, "globes, atlases, blackboards, and all requirements for first class work."

Both began work on Monday, the 3d day of October, 1887, the one for whites enrolling 16, and the one for negroes, 15 pupils the first day, the former reaching 57 and the latter 52, during the first school year. Tuition was free, and both were open to the admission of either males or females from 16 years old and upwards. The course of study in each was arranged to embrace two years' work in such branches as were necessary and would aid in developing the art of teaching and of imparting instruction.

In his first report, President Tucker urged that the Normal

for negroes be removed to the country and located on about a 30-acre piece of land; the reasons will appear later.

The Legislature of 1889 appropriated $2,000 for the erection of a college building for the Normal at DeFuniak, and $8,750 per annum for the maintenance of the two schools for the years 1889 and 1890.

On a beautiful lot donated by Senator A. R. Jones, there was completad at DeFuniak in time for the school to move into it before the close of the year 1889, what was said to be a commodious wooden structure, one story high, "cruciform in shape and Grecian in architecture," the main body being "80 feet in length and 30 in breadth, the arms of each being 20 by 25 feet," capable of seating 150 pupils.

From the school for whites 13 graduates were turned out at the close of the second school year 1888–89, who were eagerly sought for as teachers.

In consequence of want of proper preparation in the primary branches, there were no graduates from the school for negroes for the first three years, though the students easily found work as teachers.

The school for negroes was organized at first on precisely the same plan as that for whites with similar but slightly differing curricula. During the calendar year 1889, 83 pupils were enrolled in the white school, and upwards of 90 in the one for negroes.

The only assignable difficulty in the way of the progress of the Normal for negroes was the want of sufficient boarding accommodations. It was said, that the actual teachers of public schools hastened back at the close of their term of school to enjoy the benefit of the training class in the school.

Before the close of the first half of the school year 1890-91, eighty-four pupils were reported as enrolled in the Normal for whites and large accessions expected in February, when the active teacher pupils returned after the close of their public schools. At this date, January 1, 1891, the buildings consisted of the College building proper, a dormitory, and a President's residence, "all valued at ten thousand ($10,000) dollars." This dormitory, the gift of the same friend, Hon. A. R. Jones, was said to be commodious and well adapted to the wants of the school.

The College was now provided "with a library of reference books," and apparatus ample for illustrating the essential truths of chemistry, physics, physiology, physical geography and astronomy.

The enrollment at the Normal for negroes up to the same date, January, 1891, was forty-four, six being expected to graduate at the close of that school year. President Tucker urged the erection of a dormitory for each of the sexes, and the addition of an Industrial Department to the school.

The Legislature of 1891 appropriated $13,500.00 for the conduct of both schools for the years 1891 and 1892.

While still doing most excellent work, the Normal for whites complained of being hampered by the diminished allowance set apart by the Legislature. The attendance was slightly decreased, though twelve counties were represented, and board in the dormitory was at a minimum of ten dollars a month.

While this was the status of the Normal for whites, the Normal for negroes had struck a streak of magnificent luck by virtue of being the leading school for negroes in the State. It had become the recipient, along with the State Agricultural College (for whites), sharing equally with that institution, of the Morrill Bill appropriation to the State, which began with $15,000, and by the provisions of the bill is to increase $1,000 annually for ten years, until the maximum of $25,000 is reached, the appropriation to become perpetual at that sum.

As the result, this school was moved from its old site on College Hill, west of the city, to "Highwood," about one mile south, and occupies a beautiful hill-top overlooking Tallahassee. To the Normal has been added Academic, Agricultural, and Mechanical Departments. It now "has an ample farm area, fruit grove, a college building, an industrial training and laboratory building, a commodious dormitory and barns. The farm is supplied with all modern implements and labor-saving machines, the laboratory with chemicals and appliances, the industrial training building is supplied with tools, implements, lathes, and steam power * * * ; it has a large library of practical books of reference, history, encyclopædias, etc." The enrollment was sixty-eight, and had it not been for the "restrictions on admission as to age and scholarship, the school would have been overcrowded."

In the Normal for whites there were enrolled seventy-five pupils, representing twelve counties, early in the school year 1892-93.

President Felkel said, "The influence and popularity of the school are being extended from year to year and there can be no question that the Institution is destined to become a most im-

portant factor in our educational system." He reported the dormitory as crowded to its fullest capacity and that if the school continued to grow, both college building and dormitory would have to be enlarged.

The name of the Normal for negroes was changed to the *Florida State Normal and Industrial College for Colored Students.* There had been enrolled 79 students for the school year 1891–92; and at the opening of the school year 1892–93, 47 students appeared the first day, two-thirds being new students and from many different counties, over 100 were looked for when pupils out teaching returned. The girls' dormitory was already crowded and pupils of that sex had to be turned away for want of boarding accommodations.

Such is the history of the beginning of Normal Schools in the State under State auspices. With their influence and that of their students and graduates, they contributed no little to the success of the school system in the State during the decade from 1880 to 1890.

STATE AGRICULTURAL COLLEGE AND SEMINARIES.

Had it been the design of this history to record more than the origin and development of the public school system of the State, it would be a work of pleasure to prepare an extended account of the East and West Florida Seminaries and the State Agricultural College, from their first inception, and to trace their history through the various stages of development.

It would be a labor of love to record what a splendid influence these institutions, working from the top downward and outward, and co-operating with public school effort working from the bottom upward, through their various faculties, graduates and undergraduates, have had in helping to bring to pass the magnificent epoch, from about 1880 to 1895, in educational interest and growth in all grades of schools in the State.

But this delightful task must be left to some Alumnus of these institutions, who can prepare a more elaborate account than would be here permissible, and can present the annals of his *alma mater* in a more attractive style than one possessed of less time and a less gifted pen.

It will be said, however, in brief that the State Agricultural College grew out of an Act of Congress of July 2, 1862, appropriating for the establishment of such an institution, to each of the several States, land scrip to the amount of 30,000 acres of public lands for each Senator and Representative in Congress.

The college was established by Chapter 1766, of the laws of Florida, enacted by the Legislature of 1870. By this Act, a Board of Trustees was created and authorized to locate the college by first securing by gift or purchase at some central point in the State a tract of land of not less than 100 acres, to be used for an experimental farm and for other purposes. This site was first selected in Alachua county in 1873, but on her failure to comply with the terms of the bid, the college was afterwards located, as before mentioned under Superintendent Hicks' administration, in May 1875, at Eau Gallie. That proving a failure, various opinions were prevalent as to what should be done with the fund. Superintendent Haisley, with no inconsiderable following, favored the creation of one strong Normal School by combining the funds of all three institutions. A Joint Resolution of the Florida Legislature was approved March 7, 1877, asking Congress to allow the Agricultural College and Seminary Funds to be merged into the Public School Fund of the State.

On the same day that Joint Resolution was approved, an Act amendatory of the Act of 1870, was also approved, which created a new Board of Trustees composed of, Judge J. Wofford Tucker, Ex-Gov. David S. Walker, Col. J. H. Roper, Judge Jas. M. Baker, Hon. Chandler H. Smith, Hon. F. Branch, Hon. W. D. Barnes, and ex-officio, State Supt. Wm. P. Haisley and State Treasurer, Walter Gwynn.

The Board thus created, by Section 4 of the same Act was vested with authority to remove the college from Eau Gallie and to locate it at "any point that in their judgment will be for the best interests of the State of Florida; *Provided*, That the point which may be selected for its location should be easily accessible and as near the center of the State as practicable."

This Board met at Eau Gallie on November 14th, and 15th, 1878. One of the first votes taken at this meeting was upon a resolution of Judge Tucker looking to the withdrawal of the Joint Resolution before Congress asking that these funds be allowed incorporated with the Public School Fund, also the rescinding by the next Legislature of the memorial.

The vote of the Trustees, only eight being present, stood five for, and three against, or favoring that these funds be so incorporated.

Steps were taken at that same meeting of the Trustees to remove the college, and a resolution was adopted requesting the committee appointed to select a location, "to select a place

central within the meaning of the law (the Act of 1870), and, other considerations being equal, on condition of the largest available subscription to the building fund, and lands for the use of the college."

After four years of hitch and delay, not necessary to record here, these trustees located the college at Lake City in 1883, the bid and availability of that place being pronounced the best, the bid consisting of 100 acres of land and $15,000 in cash, its availability consisting in central location, healthfulness and accessibility.

This occurred in the last year of Superintendent Foster's term of service, who by virtue of the Act of 1877 was President of the Board of Trustees.

When Superintendent Russell came into office, the college was located, the contract was let to a "reliable and competent builder," and the foundation of the college building was laid, though he watched its erection with considerable eagerness and afterwards took deep interest in helping to put the college on a successful basis.

The college building was completed that year, a faculty was elected, and the doors of the institution were thrown open to the admission of students on the first Monday in October, 1884.

The history of this institution and that of the Seminaries is dropped here with the statement that they have gradually grown year by year in strength and in public favor, and have contributed an ever increasing influence and help to the cause of education in the State, not only for of higher but for primary education also.

They have been helpful adjuncts in producing the enthusiasm and activity characteristic of the public school movement in the State. Though the same candor that has characterized this history compels the statement, that considering their opportunities and the many munificent gifts for buildings and for other purposes each of them has received from the State Treasury, neither has as yet fully measured up to the limit of its possibilities nor wholly met the demands of public expectation.

DENOMINATIONAL AND PRIVATE INSTITUTIONS.

While the original design of this history did not embrace higher education, nor any schools save those supported from public funds, still primary education is so interlinked with that of higher in this State, that it is almost impossible to write the history of one without mentioning the other, or acknowledging the interdependence of one upon the other. And since the schools of collegiate rank under State auspices have

been mentioned, and the part acknowledged which they have contributed towards bringing to pass the splendid era of school growth and of intellectual elevation witnessed in the past decade, it is but just to recognize the equally incalculable benefit and the admirable help rendered the State school system by a number of denominational institutions, and Independent Normals not existing through State aid.

With the election of Wm. D. Bloxham as Governor in the fall of 1880, the hope being converted into a strong assurance that the State would not again pass under the yoke of such carpet-bag rule as had been barely thrown off four years before, a growth in every respect set in during this brilliant administration from 1881-85, surpassing the brightest anticipations of the most hopeful friends of the State. Population began to increase, property values to multiply, and with the incoming tide of wealth and immigration there flowed in quite a number of successful school enterprises and planted themselves where a few years before had been practically an uninhabited wilderness. It is not exaggeration to say that they contributed largely through their work and zeal, as well, to widen, deepen, and intensify educational effort and sentiment existing in the State, and, both directly and indirectly aided the public schools and helped to lift their statistics to the present showing.

The assistance these institutions have rendered should be recognized and recorded.

Foremost among these in point of time came the Independent Normal at White Springs, established early in the '80's (though not incorporated until June, 1887), by Prof. J. L. Skipworth, as president and business manager. It is due this institution to say, that in its palmiest days, before the health of its business manager began to fail, it had *twice* as many students from its halls teaching public schools, as any two institutions in the State; and for a time it exerted a wonderfully beneficial influence over the teaching force of the State.

A few years later, J. M. Guilliams, a former professor in the above named Normal, established the Jasper Normal Institute at Jasper, in Hamilton county also, which to-day has a larger patronage, and 100 per cent. more students successfully conducting public schools at this time than any two schools dependent upon State appropriations.

We now tread gently upon the ashes of the "Florida University," the *ignis fatuus* that flared up in February, 1883, issued a catalogue for the year 1884-85, and disappeared, though predicted to become the "chief cope stone to our edu-

cational fabric." We also pass mournfully and silently by the graves of several "Normals" that sprung up and flourished for a little while and died of too much pretense.

The denominational schools, embracing all grades of work, from the primary to the university, are worthy of mention. They were established under the auspices of various churches, the Baptist, Congregational, Catholic, Episcopalian, Christian, and both families of the Methodist church. The limit fixed for this paper precludes mention even of all of them. Suffice it to say, that the Catholic church has nearly a score of good high schools, but none claiming the rank of a college.

Next in age comes the DeLand Academy, established at De Land, Volusia county, by H. A. DeLand, of Fairport, N. Y., in 1883, its doors opening to pupils November 8th, of that year. In 1885 this school passed under the management of the Baptist State Association, and became DeLand Academy and College in 1886. It was chartered as DeLand University May 4, 1887, later changed to Stetson University. Through the beneficence and generosity of Jno. B. Stetson, of Philaphia, H. A. DeLand, of Fairport, and C. T. Sampson, of North Adams, Mass., this institution is fully equipped with college buildings, dormitories for both sexes separately, library, gymnasium, etc., until it may be said that it has about the handsomest, most comfortable, and substantial college outfit in all the country. Its departments are, academic, commercial, normal, etc. Its endowment is quite large, and there are upwards of 200 students enrolled in the different departments. It is further in the fortunate position of having a successful college man at its head in the person of M. A. Forbes, and several monied friends, besides the Baptist denomination at its back.

Next in age, possibly, comes the Florida Conference College, under the auspices of the Methodist Episcopal church, South, first established at Orlando as a high school, a year or two later removed to Leesburg, in Lake county, and chartered as a college. This institution has as yet met no rich patrons or friends to endow and fully equip it, but is growing year by year in strength, influence and usefulness. Under the able management of Rev. W. F. Melton, its equipment is improving, its patronage is growing; and it has been in the past and is destined to become an ever increasing factor in the State's educational system.

Another institution of importance, with much more than a local influence, is Rollins College, at Winter Park, in Orange county. This college was incorporated April 28, 1885, and

opened its doors for the admission of students, November 4th, thereafter. It is advertised as non-sectarian, though under the management of the General Congregational Association of the State. It is stated in its declaration of purpose, "that it has been the mission of Congregationalism to carry higher learning wherever it has gone;" * to "lift the masses higher and make the public schools what they ought to be in every city, village and school district."

The college is named for A. W. Rollins, of Chicago, who gave $50,000 towards its endowment. Another of its most liberal friends is F. B. Knowles, of Worcester, Mass.

It has well appointed and commodious buildings, a strong faculty, and has reached an enrollment of over 100 students. Some years ago its outfit and endowment was about $100,000. While this institution is recognized as one of the precious gifts of the North to the South, and its influence is appreciated, still the claim of one of its clergyman friends that, "From its organization Florida will reckon the era of its intellectual and religious regeneration," will never be accepted as a truth, only so far as the Congregational church in this State is concerned.

The St. Johns' Conference College at Orange City, in Volusia county, and the Orange College, chartered in 1883, and located at Starke, in Bradford county, the first organized by the M. E. Church (North), the latter by the Christian church, deserve mention. The latter flourished only for a time; the history of the other, chartered only in 1887, is not well known to the writer, and its influence as yet not much felt.

There were many other private and denominational institutions, co-educational and female, doing noble work during the period with which this sketch deals, the work and influence of which in popularizing the cause of education are worthy of notice, but this article must begin to close.

HIGH SCHOOLS.

During the past 15 years quite a number of schools supported by county school funds have sprung up at county seats and other important school centers, and call themselves High Schools. But as yet, beyond the Duval High School in Jacksonville, now for many years under the principalship of Rev. F. Pasco, there is hardly another that has a regularly prescribed High School curriculum, or that has its patronage limited to those qualified for the regular secondary course of study. It is true, that at many of these schools students may receive instruction in Latin, Greek, Mathematics through Trigonometry, and in the elements of the sciences, sometimes with the use of

some laboratory exercise, though as yet the schools are not more than regular graded schools with a few advanced pupils in them that ought to go to some college. The work of establishing one good High School in each county, with a respectable High School course of study, is a link in the public school system yet to be supplied.

CITY SYSTEMS.

It may be said to the credit of the State, as the writer views it, that there are no separate city systems with city Superintendents and Boards (created by ward politicians) taking care of the city children with their wealth while the poor of the rural population are left to do the best they can.

The county is the school district unit, and all schools, city and country alike, share in the county educational funds. All come up together, and are under the government of the County Boards of Public Instruction and the supervision of the County Superintendents and are subject to the same State law. There exists a little restlessness, however, on the part of a few cities wanting to cut loose and operate on their own responsibility.

If there be a city superintendent now, he is such only in name and is the employee and subject to the control and direction of the regular county school authorities.

BLIND AND DEAF MUTE INSTITUTE.

The next link in the chain of the State's educational system must be mentioned *en passant*, as it provides for the education of that most unfortunate class of the children, those deprived of the blessings of either sight, speech, or sound and sometimes two or more of these—it might be safely added the unfortunate poor children of the State, for in nearly every instance those so afflicted are the children of the poor and need the help given them that they may not be paupers on the body politic, by being taught some trade or the art of taking care of themselves.

The Legislature of 1883, in obedience first to the recommendation of Superintendent Foster and the subsequent endorsement of the Governor in his message, provided for the establishment of the Institute for the Blind, Deaf and Dumb, to be sustained by annual appropriation of the Legislature. $10,000 for each of the two years was set apart for the erection of buildings and for the maintenance of the school and home.

Superintendent Foster advertised for bids for the location of this Institute. St. Augustine making the best offer received

it by giving $1,000 and five acres of land most delightfully situated in the northern limits of the city.

Superintendent Russell said, (who from this on superintended the work) "plans were made consisting of a group of buildings for the accommodation of both races, separately, both as to living and study."

The lowest bidder, Wm. A. MacDuff, received the contract and erected the buildings, nice wooden structures, for the sum of $12,749.

The Institution was opened for the reception of pupils in December 1884. Professor C. H. Hill of Maryland Institute was elected as principal, but failed to accept. Professor Park Terrell, of Columbus, Ohio, a most efficient man for the place, was elected at a salary of $1,800.00 on January 29, 1885, and took charge and held the principalship from early in 1885 till his resignation at the close of the school year 1889–90.

Professor Wm. A. Caldwell took charge as principal at the beginning of the school year 1890–91 and held to the close of the school year 1892–93, when he was succeeded by Professor H. N. Felkel.

The largest attendance reached at any time was 62 during the year 1892, under Mr. Caldwell's administration when there were several pupils over 21 years of age. The school is complete in all its appointments as a school and a home; the grounds are beautiful, buildings are well adapted, supplied with both artesian (sulpher) and free stone water; tuition, board, and clothing for the indigent are provided at State expense.

The Academic and Industrial departments are supplied with efficient teachers and necessary equipment to teach such things as are usually taught in such schools. The principal and matron are parents, as it were, for all the children; their teachers watchful friends, all living under the same roof. Superintendent Russell deserves credit for the benevolent manner and fatherly interest he took in looking after the welfare of these poor unfortunates.

INDUSTRIAL EDUCATION.

Superintendent Russell took great interest also in the Mechanical and Industrial departments of the Agricultural College, in the State Normal School for colored students; and in the Jacksonville Colored Graded School, that department being supported by Slater fund, and under his influence a building was erected for it largely by the colored patrons themselves. He frequently urged that the initiatory steps be taken for introducing industrial training into the public schools, especially in towns and cities, that a taste for tool-craft might be cultivated.

He said, "let every school obtain a plane, a saw, a hatchet, an auger, a chisel. Let the teachers, whether men or women, acquaint themselves with the theory of the use of them, and then interest and instruct the pupils, and we shall have at least started the good work." Under his influence the State Board of Education adopted "Regulation 7," urging county school officers and teachers to devise some plan for giving to the boys, at least, a knowledge of tools "used in the arts and trades, and to the girls some training in sewing, cookery, and housewifery."

REFORMATORY-INDUSTRIAL FARM AND SCHOOL.

Beginning with the first report and ending with the last, Superintendent Russell argued the necessity and plead with succeeding Legislatures to establish a Reformatory-Industrial School. It would be interestiny to quote much that he said on the subject, but the following alone will be inserted:

"To complete our excellent system of public education, we need now only a Reformatory School, with farm and shops as well as the books, into which the tainted and vicious youth of our cities, towns and villages may be placed, and while being educated so trained also morally that they may leave the school prepared to enter upon a good useful citizenship. Such a school would be in the interest of true economy in that it would relieve the pubiic treasury greatly of that most horrible expense of the jails and State prison, from which rarely ever comes any other return but hardened criminals and abandoned hope, but to return to prison for deeper and more dreadful crime."

ARBOR DAY.

Superintendent Russell took great delight in the observance of Arbor-Day. It was instituted by proclamation of Governor Perry and first observed February 9th, 1886. A strong and enthusiastic circular letter was issued by Superintendent Russell urging school officers, teachers, pupils and patrons to properly observe the day.

He demanded reports of County Superintendents as to the number of schools observing the day, number of pupils, patrons and friends participating; also as to the number of trees planted. In quite a congratulatory spirit he reported to the Governor that schools in a total of 17 counties, in all 379 schools, 19,186 pupils had observed the day. He said, "The report of the number of trees planted was not as complete as I desired, but I can reasonably fix the number at twenty thous-

and (20,000)"——that is, an average of over ten trees to every school operated in the State that year.

The day was observed again February 10, 1887. This time he said, "Arbor Day was almost unanimously observed with great enthusiasm and pleasure and profit. The schools, as well as the patrons look forward in each recurring year for the coming of Arbor Day, and all commend the introduction of its observance as full of blessing and profitable instruction." The reported result of the work of the day was a total of 304 schools, 9,779 school children participating; and 5,129 trees planted.

The day was again observed February 8th, 1888, the result reported was some larger than that of the year before.

On February 14, 1889, in obedience to proclamation of Governor Fleming, it was again observed; 476 schools, 13,468 pupils, 3,309 other persons participating; 5,353 trees planted.

The day was observed in February, 1890, and said to have exceeded "in results all of its predecessors." The report of participation is as follows: 32 out of 45 counties; 769 out of 2,333 schools; 26,525 pupils out of a total enrollment of 92,472; 5,154 parents and friends. Total trees set, 11,069. He further states, "Upon investigation and reports made I safely estimate that there are now living and in a flourishing condition 30,000 forest shade trees and fruit trees, out of 55,000 planted since Arbor Day was inaugurated in this State." (This reads very nice, but the writer is of the opinion, that Superintendent Russell is far wide of the mark, if he means to imply that there were 30,000 set trees living on school lots. That would be an average of thirteen trees for every school reported, while it is a fact that few school lots have that number on them, and there is one-third or more of the school grounds without a living tree upon them at this writing.)

The day was observed in 1891, on the 8th day of January, the anniversary of the battle of New Orleans, in obedience to proclamation of Governor Fleming. The report shows, 15 counties, 276 schools, 8,924 pupils, 1,943 patrons participating, and 2,711 trees planted.

January 8, 1892, was observed. Its observance was greatly interfered with by the fact that the State Teachers' Association was in session all the week previous. Still the reported results show, 319 schools, 8,178 pupils, 1,008 parents and friends as participating, and 3,062 trees and shrubs planted.

THE "NEW LAW."

As before remarked, with the exception of the radical reforms made by the Legislature of 1893, our school law has

remained practically the same since the administration of Superintendent Chase.

In 1889, Superintendent Russell prepared and presented to the Legislature a bill entitled, "*An Act to Establish a Uniform System of Common Schools, and County High Schools.*" This bill, however, approved June 8, 1889, and afterward known as "The New Law," was nothing more than a revision and recast of the law as compiled and published by Superintendent Foster in 1881, with a few minor changes and additions, the most important of which were (1) the limiting of School Boards to *three* members, (2) charging School Boards with sole authority in the matter of the employment and assignment of teachers, and (3) the establishment of the three-mile limit in the locating of schools. Other than in these instances, while the phraseology was in some cases somewhat changed, the school law, and the school system, remained during Superintendent Russell's administration practically as he found it.

There are many other interesting features that might have been brought out, but enough has been written and quoted to illustrate the character and spirit of this long and brilliant administration. The verdict of the careful reader must be that, though not perfect, by any means, it was, in many respects, a grand one; contemporaneous with the era of Florida's great growth in all directions, it was a most fortunate one; and surcharged, as it was, by a resistless enthusiasm, and glorified by a resplendent optimism, it will go down into history as at least, "an era of good feeling" in the educational life of the State.

A WORD OF CAUTION.

Those capable of culling facts from statistics, will find more real information in the two pages of Table A, in regard to the development and growth of our school system, than is contained in all that has been written. Copious foot-notes will be found in explanation of the various items of the table. Many blanks and defects, however, will be found in this table, due both to the incomplete system of reports long in vogue, and to the carelessness and indifference of many of the officers entrusted with the gathering and reporting of facts to the State Department.

The data with regard to negro education are particularly meagre and defective, owing to the scrupulous pains taken by the early administrations to avoid making any distinction whatever as to race, as well, perhaps, as to prevent the too-curiously inclined from examining too carefully into the real

condition of progress of this race, educationally. While it may be safely said that up to the year 1878, the greater portion of the school enrollment was made up of colored children, it is also a fact that the rapid growth beginning with the year following was wholly due to the increased interest manifested by the white population, contending against a decrease of interest in the colored race.

In comparing Florida with other States of equal population, the relative wealth must also be considered; neither must the facts be overlooked that in this State a dual system of schools must be sustained and that 40 per cent. of the entire population, scattered over an immense territory, is made up of negroes with little that is taxable, and, for the most part, with a minimum of interest in all that pertains to progress or intellectual advancement.

Wherever both races are included, at least 25 per cent. must be added to the general showing to obtain anything like true statistics for the white population, who are reduced in the general showing at every point because of having to share everything with a less interested race that really contribute nothing to the general educational showing of the State, except to lower the averages. It may be safely said, that while the ratio of population is about 60 to 40, a fairly approximate showing for the two races would be about 75 to 25 in favor of the whites; and on this basis, data involving both races combined may be separated into a reasonably just showing for each.

CONCLUSION.

With this recital of facts, tedious, perhaps, but not uninteresting, it is hoped, this sketch will close.

The task of the conscientious historian, especially when dealing with a period the chief actors in which, if retired from the stage, have yet both their following and their foes, is a delicate, and at best, perhaps, a thankless one. The writer has tried to be just, and, divesting himself, as far as possible, of all prepossessions and prejudices, has endeavored to see only with the eyes of an impartial historian, and to record here for future generations the story of our beloved State's early educational struggles and triumphs.

If it be be charged that he has been too scant of praise, it must on the other hand be conceded that he has not "set down aught in malice." He has given facts, leaving the reader to draw the conclusions, award the praise, or impute the blame.

If the preparation of this monograph will assist our people to a better understanding of the difficulties and the obstacles against which in its earlier history our public school system had to contend, heighten their appreciation of what has been accomplished and inspire them with larger hopes and renewed determination to press on in the great and good work, we will feel that the time and labor were not spent in vain, and will find in that feeling a rich reward for many hours of hard and patient work.

NOTE.

The following are some early statistics of the school history prior to 1860: In 1840, five years before the State was admitted into the Union, there were reported in the Territory 18 academies and grammar schools with 732 pupils, 51 common schools with 925 pupils, all white. The census of 1850 reports the population of the State as 87,000, 47,000 of these being white. There were 10 academies and 69 common schools with a total of 3,129 pupils in attendance.

TABLE A.

SHOWING GROWTH OF FLORIDA IN PUBLIC SCHOOLS AND OTHERWISE.

Year.	Whole number of Schools.	Number for Whites.	Number for Negroes.	Total School Population.	Total Enrollment of all Races.	Percentage of School Population Enrolled.	Average Attendance of all Races.	Total Enrollment of Whites.	Total Enrollment of Negroes.	Total Expenditure for Schools.	Invested School Funds.	Assessed Value of Property of the State.	Population of the State.	By what Superintendent Reported.
1860	*a* 235	235	...	.....	6,518	....	.....	6,518	.....	$75,412	†.....	.....	‡140,423	
1870	*250	.....	....	*e* 52,621	*7,500	.14	4,957	.....	.....	34,373	$223,595	$29,700,022	**187,748	C. T. Chase.
1871	331	.....	....	.....	*14,000	.26	.....	.....	.....	.....	.....	34,583,753	.....	C. T. Chase.
1872	444	.....	....	.....	16,258	.31	.....	.....	.....	*101,820	281,785	32,480,843	*195,000	Charles Beecher.
1873	511	.....	..	*e* 62,631	19,196	.31	.....	.....	.....	*103,907	284,671	29,273,687	.....	J. C. Gibbs, (col.)
1874	*557	.....	....	.....	*20,911	.33	.....	.....	.....	*139,870	213,252	31,991,717	*200,000	S. B. McLin,
1875	664	.....	...	.....	*h*19,439	.31	.....	.....	.....	.....	219,400	31,696,197	.....	W. W. Hicks.
1876	*770	.....	...	72,985	*h*26,052	.36	16,720	.....	.....	.....	229,700	29,911,453	.....	W. W. Hicks.
1877	887	.....	...	.....	31,133	.43	21,782	.....	.....	139,340	.....	30,898,247	.....	W. P. Haisley.
1878	992	.....	...	.....	36,961	.50	23,933	.....	.....	134,879	243,900	29,471,227	.....	W. P. Haisley.
1879	1,050	.....	....	.....	37,034	.51	25,601	.....	.....	140,703	.....	32,794,383	.....	W. P. Haisley.
1880	1,131	.....	....	71,782	39,315	.54	27,046	.....	.....	114,895	246,900	31,157,846	*m*269,493	W. P. Haisley.
1881	1,165	.....	....	74,213	*h*30,548	.44	19,729	.....	.....	*117,532	259,284	36,243,523	.....	E. K. Foster.

1882	1,234	.....	....	.....	51,945	.70	24,923	.....	.....	133,260	286,984	45,285,997	.....	E. K. Foster.
1883	1,479	.....	...	.....	51,749	.70	.....	.....	.....	.....	395,184	55,249,311	.....	E. K. Foster.
1884	1,504	.....	....	82,863	58,311	.70	35,881	.....	.....	172,178	476,184	60,042,655	.....	A. J. Russell.
1885	1,724	.....	....	.....	62,327	.75	*d*41,970	.....	.....	* 335,000	490,784	70,667,458	*g* 338,406	A. J. Russell.
1886	1,919	.....	...	.....	*i* 70,997	.88	44,813	.....	.....	309,890	522,284	76,611,409	.....	A. J. Russell.
1887	2,103	1,590	513	.....	82,453	.99	51,270	54,340	28,113	449,299	.....	86,265,662	.....	A. J. Russell.
1888	2,249	1,736	513	*k*113,647	82,323	.72	53,130	50,696	33,572	484,110	546,984	87,552,447	.....	A. J. Russell.
1889	2,273	1,691	582	.....	86,390	.76	*e* 63,652	53,608	32,782	476,490	555,684	91,691,356	.....	A. J. Russell.
1890	2,333	1,746	587	.....	92,472	.81	60,819	55,191	37,281	516,532	569;684	91,983,466	*n* 391,422	A. J. Russell.
1891	2,348	1,747	601	.....	94,019	.83	*f* 62,004	56,677	37,342	564,304	‡595,484	97,547,204	.....	A. J. Russell.
1892	2,368	1,774	594	*l* 144,106	93,780	.65	62,226	57,181	36,599	537,235	595,984	98,568,014	.....	A. J. Russell.
1892–93	2,366	*b*1,751	615	.....	95,728	.66	62,238	58,957	36,771	542,098	617,100	102,965,406	.....	Wm. N. Sheats.
1893–94	2,404	1,775	629	.....	96,775	.67	64,138	59,503	37,272	653,175	*o* 617,100	104,260,629	.....	Wm. N. Sheats.

* Estimated from partial data. ‡ Whites 77,746; negroes 62,677. ** Whites 96,059; negroes 91,688. *a*, 97 common schools and 138 academies. † Said to have been expended for munitions of war. *b* School year only nine months in consequence of change in the beginning of the year. *c* Reduced to the basis of 6 to 21 years counting .837 per cent. of the number between 4 and 21 years. *d* Footing in table of that year corrected. *e* Evidently too large as one county with 741 pupils enrolled reports an average attendance of 5,206 in the same table. *f* Evidently too large, as several counties are accredited with a larger average attendance than their enrollment, one nearly six times as large. *g* State census. *h* Many counties not reporting. *i* This item appears in three places in same report and in each case is given as different amount, varying as much as 9,000 in one instance. *k* Whites 60,782; negroes 52,865. *l* White 79,719, negroes 64,387. *m* Whites 142,605; negroes 126,888. *n* Whites 224,949; negroes 166,473. *o* Upwards of $30,000 waiting investment.

REPORT FOR THE YEARS 1892-93 AND 1893-94.

SCOPE OF THE REPORT.

It embraces apparently two full years of school work; but the fact must not be overlooked that the Legislature of 1893, by Chapter 4196, Laws of Florida, made the school year to begin July 1st, of each year. The report for the school year 1892-3 embraces only the period of nine months, from October 1, 1892, through June 30, 1893. In consequence, a larger diminution in the number of schools and other statistics was expected than the record in the tables really exhibits, as a number of County Superintendents reported schools either as not begun, or as unfinished when they were required for that year to report only school expenditures and operations prior to July 1, 1893.

The change in the school year was expedient, as it was desirable to conform to the school year established by the Commissioner of Education of the United States to whom annual reports must be made. This school year is adopted by nearly all the states for this reason, and because the limit fixed better corresponds with the natural closing of schools and with the fiscal year. It was especially desirable by a number of counties in this State wishing to open schools earlier than October 1, the old beginning of the school year, and still wishing to keep each year's operations within the school year to which they belong and in which they must be reported. The change really caused no friction beyond lessening somewhat the statistical showing for the year 1892-93, and possibly may cause a little larger exhibit than is normal for the years 1893-94, which embraces a full year from July 1, 1893, through June 30, 1894.

COMPARISON OF YEARS:

AS TO NUMBER OF SCHOOLS AND TEACHERS.

	1891-92.	1892-93, (9 Mos.)	1893-94.
Whole number of schools.	2,368	2,366	2,404
Number for whites....	1,774	1,752	1,775
Number for negroes....	594	614	629
Whole number of teachers	2,782	2,678	2,923
Number of teachers of whites.....	2,006	1,984	2,151
Number of teachers of negroes.....	776	694	772
Number of white male teachers	....	830	904

Number of white female teachers	....	1,154	1,247
Number of negro male teachers	....	331	390
Number of negro female teachers	....	363	382
Average number of pupils for each white teacher	28	29	27
Average number of pupils for each teacher of negroes	47	53	48

AS TO ENROLLMENT AND ATTENDANCE OF PUPILS.

	1891-92.	1892-93, (9 Mos.)	1893-94.
Total enrollment	93,780	95,728	96,775
Average attendance	62,226	62,238	64,138
Enrollment of whites	57,181	58,957	59,503
Enrollment of negroes	36,599	36,771	37,272
Enrollment of white males	29,325	29,598	30,660
Enrollment of white females	27,856	29,359	28,843
Enrollment of negro males	17,593	17,501	17,591
Enrollment of negro females	19,006	19,266	19,681
Total enrollment of males	46,918	47,099	48,251
Total enrollment of females	46,862	48,625	48,524
Average attendance of whites	.....	38,858	38,752
Average attendance of negroes	.....	23,380	25,386
Percentage of whites of school age enrolled, basis of census.. 1892	.71	.73	.74
Percentage of negroes of school age enrolled, basis of census 1892.	.57	.57	.58
Average attendance of whites enrolled	.....	.67	.69
Average attendance of negroes enrolled	.....	.63	.64

AS TO COUNTY TAXATION FOR SCHOOLS.

	1891–92.	1892–93.	1893–94.
Number levying the maximum 5 mills	17	21	24
Number levying more than 4 mills	7	9	8
Number levying 4 mills	8	8	10
Number levying more than 3 but less than 4 mills	6	3	0
Number levying the minimum 3 mills	7	4	3
Total Counties	45	45	45

AS TO RECEIPTS AND EXPENDITURES.

RECEIPTS.	1891–92.	1892–93.	1893–94.
Amount raised by County Tax	$459,373.06*	$354,974.48	$402,344.32
Amount of One Mill Tax distributed	85,235.25	93,668.90	100,874.20
Amount Interest Fund distributed	34,542.23	35,305.97	35,305.97
Amount received from Poll Tax	53,496.00‡	41,874.00	43,623.00
Amount received from fines, etc.	6,063.53	9,479.19	9,906.60
Amount received from County Examinations	.....	.....	2,343.67
Amount received from all other sources	.....	.....	145,679.20
Total receipts	$638,710.07	$546,910.84	$740,477.66
EXPENDITURES.			
Salaries of Teachers	$423,133.99	$444,133.76	$503,367.49
Salaries of Co. Supt.	26,965.58	21,561.13	29,295.81
Cost of School Boards	8,925.15	6,364.13	7,998.35
For school lots	.....	.....	1,238.25
For new buildings	20,980.62	18,140.93	7,126.35
For furniture and apparatus	8,919.75	12,027.97	6,390.65
For repairs	.....	5,057.11	5,578.29

For insurance	.....	.....	1,027.60
For rent	.....	.....	839.00
For janitors	.....	.....	2,717.55
For summer schools for teachers	.....	1,044.70	1,524.26
For office expenses, County Boards and Superintendents	.....	5,261.52	4,355.00
For interest on indebtedness	.....	.....	6,610.12
For examination of teachers	.....	.....	1,770.33
For incidental expenses	48,310.29	.....	.....
Totals	$537,235.38	$542,098.06	$647,174.86

AS TO SCHOOL BUILDINGS.

	Year 1893–94.
Number of log school houses	450
Number of frame school houses	1,590
Number of brick school houses	11
Total number of school houses	2,051
Total number furnished with patent desks	431

*Evidently includes all funds except State apportionment. ‡Reported as paid by 28 counties, 17 not reporting. Poll taxes were evidently better paid than now.

GROWTH OF SCHOOL INTERESTS.

It was stated as far back as the year 1889 that the number of schools was such that there was no reason why every child in the State of school age could not with slight inconvenience attend a public school; having increased 79 from that date to the close of 1892, it could hardly be expected that their number would largely increase in a short lapse of time. There was a decrease of two in the total number of schools during the nine months' school year 1892–93, while there was still an increase in the number of pupils enrolled and in the total school expenditure for that year.

It is strong evidence that interest on the part of the people has not abated, when it is noted that there was an increase of 36 schools over any previous number in the school year 1893–94, and that the growth in number of teachers, school enrollment, and average attendance was at least normal during that year.

It was very significant, when it is optional to assess between three and five mills, that 24, a majority of all the counties, levied the maximum school tax of five mills; and that all but three levied four mills or upwards of that amount. To arrive at the true status of appreciation of the schools on the part of the people, the above fact should be connected with the further facts, that the State collects a one mill tax and a dollar poll tax which with other funds are applied to the schools, and that in addition, a great number of school sub-districts by a vote of the tax-payers are now levying and collecting a sub-district tax of from one to three mills, and applying to the support of their individual schools.

It is regrettable that the system of reports heretofore used does not bring to light the number of such districts and the amount collected and disbursed under the sub-district provision of our school laws, supplementary to the county and State support given the public schools.

The blanks have been revised and these facts are promised in future reports.

INCREASE IN SALARIES.

Since the tax levy has increased, it is but natural to look for increase in the amount raised for school purposes and in the aggregate salaries of teachers and superintendents, as well as in the length of the school term.

Growth in salaries should denote a corresponding growth in the efficiency of teachers and in school supervision by school officers. So with enlarged school fund should come enhancement in the comfort, appearance, and adaptability of school buildings, and in the quantity and value of school appliances. More will be said of salaries under other heads.

ITEMIZED REPORTS.

In the later forms of blank reports a more detailed statement of receipts and expenditures is required than formerly. This serves the purpose of causing county officers to keep a correct record and to look carefully into every item of receipt and disbursement that it may be reported under its proper head and not combined with some other item, or probably reported twice. The real design is to beget and to enforce better business principles and a closer attention to duty in all its details. The large amount reported under the head of "Receipts" in the the year 1893-94, under the sub-head "Amount received from all other sources," is one of the kind of entries that need itemizing, which in this case is made up of over $65,000 as the aggregate cash balance of several counties.

brought over from the year previous, upwards of $15,000 received from land sales and tax certificates, and many smaller amounts from many sources.

The amounts heretofore reported as expended for buildings has been restricted in County Superintendents reports to the expenditures from public funds by County Boards, and separated so as to show the items whether cost of lots, new building, of repairs, of rents, of furniture and the like.

NEW BUILDINGS, FURNITURE AND APPARATUS.

The amounts reported as expended for new buildings, furniture and apparatus, do not appear so large in the report of the last two years as in the year preceding, and it is partly due to the fact stated above, of separating these items of expense, and partly due to buildings and furniture being largely paid for in some sections now out of district funds.

Many new buildings far superior in architecture and more costly than the ones whose places they have taken, have been reported as erected during the past two years. Some of these have been built and furnished out of district funds entirely, some at private expense, and others partly by voluntary contributions. It was a matter of oversight that no report of the number and entire cost of such buildings was elicited.

COMPARATIVE RACIAL STATISTICS.

The remark is now often heard that the negroes make better use of public school privileges than the whites; in fact, some go so far as to allege that they get the benefit of the greater part of the school fund. The above statistical totals, and more particularly the items recorded in the tables, show that such is not the case. Not only a much larger percentage of white children of school age enter the schools, but the facts show that those entering attend more regularly than do the negro children.

The fact is also brought out that the average number of pupils to the negro teacher is much larger than the average number in charge of white teachers. This is partly due to the fact that the tendency of the negroes is to congregate in villages, cities, and densely populated neighborhoods, making it easy to assemble large numbers of children in schools; and is partly due to the difficulty of obtaining as yet a sufficient number of suitable teachers for their schools. On the other hand, the whites are scattered over large areas of sparsely settled country districts, and their schools are from necessity small. The above fact also accounts in part for the difference in the relative cost per capita of the two races in some sec-

tions of the State, it being granted that it costs less to provide teachers and facilities for educating a large number of pupils in one school than the same number in several small schools.

NEGRO EDUCATION.

It is due to the negroes to say, that they are manifesting, in the main, as commendable ambition to obtain an education as any race in like social and financial conditions anywhere in the world. While the great body of them do not appear as eager for an education as when the doors of the schools were first thrown open to them, still many are laboring and sacrificing to obtain a degree of education far beyond that which at first satisfied their ambition; namely, to scrawl and read, after a fashion. It may be truthfully said that no appreciable number of intelligent whites begrudge them their educational advantages, but that taxes are cheerfully paid to give them school privileges. This will continue to be the case if their unwise friends will not intermeddle, but permit them to be educated as the people are willing that they should be, in their own schools separately, without any efforts at co-education of the races. Any effort to enforce mixed education of the races as it obtains in many of the States would forever destroy the public school system at one swoop, and cause the whites to abandon all efforts at their education. The efforts Northern benevolent associations are making in this State to educate a few of them in schools with the whites are exceedingly exasperating to the negro's Southern friends, who bear the burden of their education; and in the aggregate, such help ends in harm to the race. The truth is, the race has too many loving guardians.

For the most part, there is no discrimination against them in school matters; they are given as nearly equal advantages as under their present conditions they are able to make use of or to materially appreciate. Negro teachers are paid as liberal salaries as teachers of similar qualifications receive anywhere in the United States.

There are quite a number of prominent negro educators getting splendid salaries, that are working industriously to advance the intellectual and material welfare and progress of their race. Many others are constantly fitting themselves for a better grade work, and as a result they are receiving constantly increasing salaries.

If the present examination law is wisely enforced, the time is not far distant when there will be a much better grade of negro teachers than has heretofore existed, and the advantage-

will be that their race will get more value out of their schools. Some schools may go untaught for a time, but this need cause no alarm, and it will end in gain rather than a loss; as they would be much better not taught at all, than taught by such teachers as are too often obtained.

There is no necessity for making exceptions in school laws for the benefit of negro teachers; only be firm and they will very soon work up to required demands. In order that they may be encouraged to properly fit themselves to do the teaching of their race, and to prevent the worthy from being crowded out by others with an overweening desire to have a share in their education, it is our judgment that the time has arrived when a law should be passed protecting the educated negro in the right to teach his own race. They are fully able to stand alone in this respect.

I have the temerity to ask the Legislature to enact a law prohibiting, in both public and private schools, any but negroes from teaching schools for negroes, excepting in the matter of normal instruction to their teachers in institutes and summer schools.

The race is prevented by Constitutional and statutory provisions from intermarrying or attending schools with the whites, why not give them some exclusive privileges?

I would at the same time fortify the statute preventing amalgamation, by making it a penal offense to teach whites and negroes in the same schools in either public, private or benevolent institutions. I request this as an act of friendship to the race, to shield them from the folly of some of their friends.

The sentiment of the negro and his race pride, which it is especially desirable to develop, is strongly opposed to having white teachers placed in charge of their schools, and they do not seek co-education of the races.

NUMBER OF SCHOOLS.

While there has been an increase of thirty-six schools during the past two years, I would have been equally as well pleased to have reported no increase. The policy of this administration has been *better schools*, and *fewer, if necessary to produce that result.* Finding that too much satisfaction had been taken in the number of schools rather than in their quality, and that school funds and efforts were being greatly dissipated and neutralized by the establishment of too great a number of small schools with weak teachers—the tendency being towards still greater subdivision, to satisfy unthinking patrons—early in my term of office a circular

letter was issued counseling School Boards to adopt the policy of reducing rather than of increasiug the number of schools, unless absolutely necessary to give school privileges to youth of school age.

County Boards were encouraged to reduce by combining two or more schools into one, where Section 28 and paragraph vi of the Compilation of the School Laws of 1893, in regard to the three-mile limit, was violated; or to rescind the location of old sites and select others, when by so doing the establishment of new schools could be prevented. Such action to be taken only as speedily as consistent with the best interest of all concerned, and as far as consistent with the greatest attendance of pupils, and as the preservation of harmony would justify, when opposing the preconceived notions of people nearest old established sites in feeling that they had vested rights in the schools being so located.

The object of this policy, of course, was to leave *more fund* for each school, that a *better grade teacher* might be employed for a *longer time*, and not, as some suppose, to deprive any of school privileges.

It is honestly believed that it would be *far better* for every child in the State to be compelled to *walk from one and a half to two miles to school*, and, after it gets there, to receive instruction from a true teacher, than to multiply the schools beyond the ability of the fund to reach competent teachers, and secure a walk of half a mile, or less, for half of the children of the State in reaching a poor school. Twenty years ago children thought nothing of walking three miles to school. It is too often the case that requests to sub-divide or to create new schools have as their real foundation, not the chief interests of the children, though the children are placed first in the plea to secure favorable action by Boards, the real object being to provide places for friends and kin-people of the patrons petitioning.

County Boards of Public Instruction should weigh well all circumstances before taking action that increases the number of schools.

The policy contained in this circular letter to school officers was afterwards endorsed and promulgated by the State Board of Education in the adoption of Regulations 16 and 17, as published in the School Laws of 1893.

The reported efforts of these officers in various counties to prevent the multiplication of schools and to reduce their number by combining, where possible, two and even three schools into one, led to the belief that the number of schools would be rather diminished than increased. The reported

disestablishment of old sites where they had been ill-advisedly or too nearly located for the prosperous conduct of schools, led to the same belief. So it is more a matter of surprise than of gratification that the statistical tables really show the number of schools increased thirty-six during the year 1893-94, since the fact was published five years ago that a school was within reach of every child.

COUNTY STATISTICS.

It is readily admitted that statistics are of little value, unless complete and reliable.

All made from this office are dependent upon the reports of County Superintendents, who in turn must rely upon the teacher for the basis of much of his report.

While it is not my purpose under this sub-head to make wholesale complaint against these officers for dereliction of duty, but to remind many of them that complaint has been or ought to have been made by every State Superintendent from the organization of the public school system down to the present, on account of the delay, indifference or carelessness in preparing and filing these reports.

In evidence that the above is true, ignoring the strong expressions on the subject recorded by several predecessors, you are referred to the file of reports from the Educational department from Superintendent Chase's first one to Superintendent Russell's last one, and asked, what do the numerous foot-notes reading, "From the report of previous year," or "Not reported," as well as, the hundreds of dotted blanks in the body of the table testify?

Superintendent Haisley alone, I believe, was able to record the fact that a report had been received from every County Superintendent each year during his term of office, and he had to admit that many of these were very defective and that it took constant work to get them. I am enabled to make the same declaration for both the years 1892-93 and 1893-94, some of them received, however, several months late after much coaxing and correspondence. Regulation 18 of the State Board of Education of 1893, prescribes the limit for preparing in conformity with blanks furnished and for filing these reports with the State Department not later than July 15, of each year; yet several did not reach this office until the last week in November. Still it is not so much the delay, as the shape in which some of them came, that provokes complaint; and strange to say, some of the very officers of whom the public would least expect it, are the most careless in the preparation of their reports. But in deference to the feelings of cer-

tain ones who do keep their accounts in such shape that they can report intelligently all the facts asked in the blanks and did take the care to do so, I will refrain explaining the loose and defective way in which some of these reports are made. It seems to be regarded by some as a matter of no importance, some items are reported and some left blank, statements on the same subject in different parts of the report will not agree, columns are not footed up necessitating much extra work in this office, and financial data will not at all balance.

None but past superintendents and those connected with the office have any idea how difficult it is to make out a complete statistical table from the data furnished on any item reported, or one that bears on its face reasonable evidence of being reliable. The tables in this report have been figured upon and correspondence entered into looking to their perfection extending through the past four months or more, and in consequence, this report is very much delayed.

REVISION OF REPORT FORMS.

In partial palliation of defective reports from many counties, the fact should be stated, that beyond the indifference, want of business habits and principles, and real indolence manifest on the face of some reports, much of this defect was due to the want of correspondence in the different grades of reports for the year 1892-93.

For example, the County Superintendents' report was dependent upon the teachers' reports, while the blanks furnished the latter did not solicit from the teachers the items asked the County Superintendent. On the same hand, the State Superintendent is asked for information by the Commissioner of Education of the United States that can be obtained only from the County Superintendent, while the same information was not sought in the blank furnished that officer.

So to relieve the difficulties on this line, the blank forms for report have been completely revised by me, from the teacher's monthly to the Superintendent's annual.

A *Teachers' Final Report* blank was added to the number already in use. This report was very favorably received by County Superintendents and heartily endorsed in many letters on file, and in consequence of its preparation fuller and more perfect reports may be expected,—are promised and no doubt will be received in future.

These blanks were not put in use sufficiently early to relieve the difficulties in reports of this year nor to give such data as I desired, or will, hereafter through their operations, be able to secure.

So every obstacle in the way of blanks has been met. But how to meet the want of business habits and methods, or to overcome the indifference and carelessness, and, it may be truthfully said, the *indolence* of officers in some quarters, I am unable to suggest.

This is a fact, rendered in some instances painful, that the schools of a county will not rise above the ability and interest of its county officers. Many counties are doing well, but the condition of some is deplorable, and, as I see, it is chargable to the want of proper leadership and supervision.

My predecessors in office have made various suggestions as to how this matter might be reached. One suggests, that the Governor use the power vested in his office and supply the vacancy he creates with a live, faithful, honest, worthy, qualified, public spirited man, with adaptability to and sympathy for the work; another, that the salary should be made payable upon satisfactory performance of service; another, "that the Legislature enact a law requiring County Superintendents to keep proper records and to make a full and complete report to this office, affixing a penalty for failure to do so;" another still, that a State Board of Examiners be created from which each aspirant be required to obtain a certificate of merit before eligible to this office.

It is believed, however, that all present difficulties may be reached without any legislative enactment, if County Boards will only pay these officers sufficient salary to justify good men in seeking them, and will demand that their time shall be solely devoted to the discharge of the duties.

PREPARATION FOR MAKING REPORTS.

There is but one way for a County Superintendent ever to be ready to make a proper report. He must give enough time to his official duties to examine carefully every report when made to him and see that it is correct before he permits it to go to file or pays out money based on it; then, when needed, his data will be ready and reliable. Again the records of his office must be kept full and accurate, all financial transactions must be promptly and correctly posted, so as always to be in hand in usable shape.

That superintendent who accepts and files just anything handed him in the shape of a teacher's *monthly* or *final report*, or who fails to make immediate entry of every financial transaction in the proper book, will always find the data of his office in confusion, it matters not what books or blank forms are furnished him. His want of business habits can only

result in delay and annoyance to his ranking officer and cause him in turn to provoke the one above him.

RECORD-BOOK RECOMMENDED AND COUNTY OFFICES INSPECTED.

Realizing from what little had been seen of the defective system of records kept in some offices, one of the first duties performed after coming into office was the issuance of a circular letter suggesting to County Superintendents and Boards the procuring of a book of record gotten up by Superintendent Payne, of Marion county, afterwards adopted and revised by myself. It is easily kept, and will contain such data, in condensed and convenient form, as every County Board ought to have before it at every meeting.

This is not the only book of record needed, but it contains much that is valuable and of ready reference. Only a few hours' work each month is required to keep it in shape to furnish data for an immediate report or for intelligent action of the Board on most subjects coming before it.

A majority of the County Boards ordered a copy of this book from the Walker, Evans & Cogswell Co. But after visiting and inspecting the offices of many County Boards, I learned that there was one serious defect in the book, *it is not self-recording, and it has been found that it will not post itself monthly.*

During the year 1893, I made it my business, while holding Teachers' Institutes and in visiting various counties on other lines of official duty, to inspect the books of many County Superintendents. Many had a full set of record books, posted to date, neatly, and, to all appearances, accurately kept; but there were found offices almost without any books of record, save a little, cheap, pasteboard-back blank-book, with entries made with lead-pencil and with no data recorded that could be of much service, though it was necessary to keep record of the disbursement of several thousand dollars annually. Some of these counties were induced to invest in a better stock of office books, and suggestions were made as to how they should be kept. As to improvement in this line, I am without information.

In order that trouble and a possible damaging defalcation may not grow out of such loosely kept records, also that reasonable uniformity may be secured in the matter of keeping county school accounts, I recommend that a series of record books for the offices of County Boards of Public Instruction be prescribed, and that a list be made of such things

as shall be made a matter of record therein, and that a penalty be attached for failure on the part of the County Superintendent to keep a full and distinct record of all matters prescribed, and to report properly the same to this office on demand.

It is proper here to state that as far as the large majority of school officers of the present are concerned, there is no necessity for the enactment of such a law, hence no objection can be raised by those not affected thereby.

NEW GRADES AND FORMS OF TEACHERS' CERTIFICATES.

The Legislature of 1893 created six grades of Teachers' certificates, in lieu of three grades in existence prior to that time. Two of the latter, called Second and Third Grade Certificates were issuable in the county, on annual examinations, and good for only one year; but the annual examination provision was faithfully carried out only in a very few counties. The other was called a First Grade or State certificate, good for five years, issuable on examination in the High School Course of Study, but oftener granted on recommendation and renewable upon request; hence it was *practically* a complimentary life certificate, with the privileges attached to it very much abused.

The six certificates created by the last Legislature are divided into three County grades and three State grades; the County grades are known as the First, Second, and Third Grade Certificates, issuable *only* upon examination held in the county as prescribed by law, on set days and on branches specified by law, the questions being prepared in all cases by the State Superintendent of Public Instruction. They are good for three, two, and one year respectively. The average required for the First Grade is 80 per cent., with no grade below 60, on each of the following fourteen branches; Orthography, Reading, Penmanship, Arithmetic, English Grammar, Geography, U. S. History, Physiology, Composition, Theory and Practice of Teaching, Algebra, Physical Geography, Book-keeping, and Civil Government. This certificate is good in any part of the State, if endorsed by the County Superintendent, where presented.

The Second and Third Grade Certificates differ from the above: (1), in being good for two and one year respectively, and only in the county where issued; (2) in requiring examination only in the first ten of the above branches; (3) the Second requiring a general average of 75 per cent., with no grade on any branch below 50; the Third Grade requiring an

average of 60 per cent., with no grade on any subject below 40 per cent.

The three grades of State Certificates are known as the State, Life, and Primary Life, all good in any part of the State. The State Certificate is issuable only upon examination by the State Superintendent on the fourteen branches required for the First Grade, with examination on the ten additional branches: Geometry, Trigonometry, Physics, Botany, Zoology, English Literature, General History, Mental Science, Rhetoric, and Latin. The general average grade required is 85 per cent., with no grade below 60 per cent. This certificate is good in any part of the State, for a term of five years, and not issuable to one who has not taught at least 24 months, 8 of which must have been successfully taught within the State.

The Life Certificate, as its name implies, is good for life within the State, and is issuable, without examination, only to eminently successful teachers who are endorsed in a prescribed way and have taught at least 30 months in this State under a State Certificate.

The Primary Life Certificate is good for life, and, as its name further implies, is good only in the Primary department of regularly graded schools, and is issuable only to eminently successful primary teachers who have received special training in kindergarten or primary work, and who have taught successfully for three years in this State.

New forms were gotten up for each of these certificates, the three County grades and the State Certificate being nicely lithographed and bound in books of 100 each, with stub to keep complete record of the name, sex, age, address, and grade made in the examination on each branch on both stub and certificate, of every person to whom issued. Each is in different colors. One book of each grade of the County certificates was furnished to every County Superintendent. The Life Certificates are on imitation parchment and are beautiful both in artistic design and execution.

THE STATE UNIFORM EXAMINATION LAW.

With an experience running through twelve years as County Superintendent of schools, and from frequent and close contact with the leading teachers and school officers of the State at annual gatherings and other times, I had become firmly convinced years ago, that the chief defect in our public school system was the loose manner in which teachers were selected and the evident lack of regard paid to qualification of teach-

ers, and the almost entire absence of any form of examination, that could be called such, in many of the counties.

In short, the great need of the system was not only a corps of better qualified teachers, but a band of acquiring, researching and growing teachers, not satisfied with present attainments, but keeping step to the march of progress in educational movement all over the country. I felt that the standard of the ideal teacher was entirely too low in every respect. Consequently, upon assuming the duties of the office of State Superintendent of Public Instruction, I conceived it to be my duty as I was capable of seeing it, to inaugurate some system of examination that would improve the scholarship of the teaching force, which, to say the least, is one of the fundamental essentials to a successful teacher. I felt that the whole force needed to be set to work again. To do this successfully, I realizeed that the matter of examination would of necessity have to be taken partially out of the hands of local authorities, often incapable in point of education of properly conducting them, and too often biased in their judgment of the fitness of candidates to teach by questions of necessity, relationship, politics, personal advantage, spite, or other influence.

I had realized by actual experience the force of the truism, "As is the teacher, so is the school," and, from witnessing the magic influence over a community of a qualified, earnest and enthusiastic teacher, I had reached the conclusion that the welfare of the State and its future citizenship demanded a larger body of the same kind.

There was too little distinction recognized between the different grades of teachers and too great disparity in the requirements for the same grade of certificates in the few counties in which anything like examinations were held. It was apparent that if there was to be anything like a State school system in fact as well as in name, the mode of examinations and the requirements in the same could not be left to the caprice of county school authorities, even as good as some were.

The fact is admitted that up to this point the State had made wonderful progress in the matter of education, and had many teachers of which any State might feel proud, and it was earnestly believed that this class were broad and patriotic enough to be willing to sacrifice something of personal pride or gain in any efforts that might be made to elevate the whole body of co-laborers. Especially, since under existing state of affairs, such teachers were neither in the matter of salary nor in recognition of their qualifications, sufficiently differentiated from the general mass. As a result, proper

incentives to progressive study and the attainment of a high grade of qualification were lacking.

So to provide both for the present need and future growth of our public school system, I drafted and presented to the last Legislature a bill providing for a system of State Uniform Examinations, embodying the general features of the system which I as County Superintendent had for years been successfully operating in Alachua county. This is essentially the same system as was first put into operation in the State of New York, afterwards in Indiana, thence rapidly passing into many of the leading States educationally in the Union; and is destined to become in the near future the universal method in the United States. The Bill, with but little opposition, passed both houses and became a law by the signature of the Governor June 8, 1893.

MAIN FEATURES.

That part of the Bill providing for the different grades of certificates has already been mentioned. It provides for two annual examinations, to be held the first Tuesday after the first Monday in May and September of each year, lodging with the State Superintendent authority to order examinations on other dates for any county or counties, when necessity to him seems apparent.

All questions for these examinations are prepared by the State Superintendent and by him transmitted under seal to County Superintendents, who in each county is the examining officer.

A uniform method of procedure is prescribed for the details of the examination. The papers of the candidates are all prepared in the presence of the County Superintendent, or his assistant, and unmarked as to authorship, are deposited with the County Superintendent and by him numbered to denote authorship, and turned over to a Grading Committee composed of three teachers selected from the best by the County School Board. This committee grades the papers, whose authorship is unknown, and their own personality is supposed to be unknown to the examinees. The work of this committee completed, a Gradation Sheet containing the grade of each examinee, who is denoted by a number, on each branch, is delivered to the County Superintendent, who under conditions prescribed, issues certificates therefrom.

So far as it affected County Certificates, this law met with little opposition on the part of intelligent teachers, conscious of their ability to stand the examination. In fact, it was heartily endorsed as being fair; and was favorably received

because it abolished the heretofore annual examination by giving longer term certificates, offered an increasing premium to competency and progress, and drew a sharper distinction between the various grades of qualifications.

It provided for a system of State Certificates articulating with the system of County Certificates, and based like them upon written examination, so far as the first one is concerned; but unlike them, in that successful experience in teaching for a number of months, a part of which must have been in the schools of this State, is precedent to eligibility to one of these certificates, and in that with continued success and growth as a teacher, they may terminate in a professional Life Certificate without further examination. The whole system is progressive in every respect, from the lowest to the highest grade of certificate.

OPPOSITION TO THE LAW.

Like all pronounced reforms, especially in school matters, this law met with its share of opposition on the part of the class from which it was naturally expected, and more particularly because it contained a provision which cancelled several hundred unexpired five-year certificates. (They were *five-year* ostensibly, but as custom had run, in reality *perpetual* certificates). These certificates had been scattered so profusely and indiscriminately over the State, that they had become worthless as signifying teaching ability or even scholarship.

While worthily held, of course, by all prominent and leading teachers, still hundreds of inexperienced boys and girls and incompetent older teachers had managed to intrench themselves behind this safe protection, forming a dangerous gangrene about the vitals of our educational body. This had to be reached.

It would have been a pleasing task, had it been possible, to have framed a law that would, while effectually reaching the latter, have recognized and protected the former; but to reach the deep seated disease, it was found necessary to cut through some good sound flesh. None regretted this more than myself.

Opposition on the part of a certain class was anticipated and fortified against; as the history of the law shows it to have met such in every State into which it has been introduced. Vampires on the body politic always make a death struggle when their hold is loosened.

Opposition to the law has everywhere, however, soon died away; and in many cases its most violent opposers in the beginning have become its most ardent advocates in the end.

The opposition in this State was never so extensive nor consequential as the public was led to believe from the amount of noise made by a few concerted, and in many cases, wholly unworthy opponents, operating in ambush under a *nom de plume*, or through the pen of an irresponsible newsgatherer. The opposition in general grew out of motives of a personal or selfish nature, and such as was from worthy and conscientious sources was confined to a very few as compared to the whole body of officers and teachers.

In the three or four counties where this opposition was appreciable, it was readily traceable to two or three persons of influence in school positions, and if it were just to deal with motives, even these might be stated.

Given time and faithful execution, the law will fully vindicate its wisdom and verify to the fullest extent the promises and fondest hopes of its friends, and accomplish for our own State what is claimed it has done for other States in which it has been tested.

It is unnecessary to repeat and to refute here the many charges made against it as being inoperative, *impossible* to put into execution, and the like, by those hunting some way to evade it; we have only to report that the impossible has been accomplished, and the system is everywhere in operation and working smoothly and harmoniously, the slight friction incident to the starting of new machinery having almost or quite disappeared.

It is admitted that a missing link or two in the law had to be supplied by official interpretation; these were promptly furnished and there was not the least difficulty found in putting in operation the provisions of the law in seven-eighths of the counties of the State; in the one-eighth, it existed more in the imagination and obstinate blindness of those charged with its execution, and who were at the same time hunting grounds for evasion.

EVIDENCES OF APPRECIATION OF THE UNIFORM LAW.

In order to be able to acquaint the Legislature with the practical workings of the law after a few months' operation and to disprove the predictions of some of the opponents of the law, on November 25, 1894, a circular letter was addressed to County Superintendents soliciting information with regard to the numbar of certificates issued under the "New

Law," in which the following questions were submitted for answer:

1. How many of the failures to obtain certificates do you regard as unfortunate for the educational interests of your county?
2. How many of your regular and efficient teachers failed to apply for examination under the new law?
3. How many of these efficient teachers failing to apply, do you think were driven out of the profession by the new examination law?
4. To what extent and in what direction have the educational interests of your county been affected by the uniform examinations?
6. Have the places thus made vacant in the ranks of your teachers been filled by better, or by worse material?
7. How do your teachers this year compare with those of the year previous in general qualification and interest in school work?
8. Have you always heretofore been able to open all your schools at the beginning of the school year, with satisfactory teachers?
9. How many schools of your county will not be opened at all this year on account of insufficiency of teaching force?
10. How does the popular interest in public education in your county this year compare with that of the year previous?
11. *From what you have seen of its practical workings*, what do you think will be the effect of the uniform examination law if faithfully and discreetly executed?
12. Do you favor, or oppose uniform examinations? Give your reasons for your answer.

PLENTY OF TEACHERS.

From information thus elicited, it appears that in the regular examinations in May and September, and the special examination of October, there were 2,829 certificates issued; 280 First Grade, 1,209 Second Grade and 1,340 Third Grade—a sufficient number to enable every school in the State to be taught during the year, when we take into consideration the fact that 280 of these teachers are not circumscribed by county lines and may teach two or even three schools.

THE LAW IN OPERATION.

To the questions above submitted, the Superintendents answered as follows:

To Question No. 1.—32 answered "None;" 2, "Not one;" 2, "Not any;" 1, "Possibly none;" 1, "Can't say;" 2, "One;" 1, "Two;" 1, "Three;" and 1, "Four."

To Question No. 2—21, "None;" 1, "None, a *few school keepers;*" 1, "Few, if any;" the rest, reporting from 1 to 9, 75 in all, as failing to apply.

To Question No. 3—22, "None;" 1, "None, *they never were in it;*" 1, "Few, if any;" 2, "Do not know;" the rest, reporting from 1 to 12.

To Question No. 4—26 expressed great satisfaction at the results, answering as follows: "Better teachers by 50 per cent;" "Teachers feel their profession protected;" "Gives us more competent teachers;" "Greatly beneficial;" "Considerably for the better," etc. Eleven saw no appreciable difference; five expressed disapprobation in the following language: "Causes dissatisfaction among patrons," "Closed a few schools," "A temporary set-back," "Good teachers were lost," "Hurts small schools."

To Question No. 6—27 answered, "By better material;" 8 "Equally as good," or "about the same;" few non-committal, *and one said* "*Worse.*"

To Question No 7—36 expressed a gratifying showing as follows: "Decidedly better," "Better qualified," "More interested," "The best we have ever had," "Far better," "50 per cent. better," "Better both as to qualification and interest," "More earnest," "More enthusiastic," etc; 6, undecided; *one* says, "Improvement, but not the result of the law."

To Question No. 8—36 answered "No;" 8 "Yes."

To Question No. 9—27 "None;" others, answering from 1 to 30, mostly colored, aggregating 116.

To Question No. 10—36 express a gratifying showing as follows: "Better by 100 per cent;" "A great deal better;" "Very favorably;" "Greatly enhanced;" "Unusual interest," etc; 7 report, "About the same;" 2 not reporting.

To Question No. 11—Forty are most enthusiastic over the promise of the New Law, expressing themselves as follows: "It gives a better system in every particular;" "Will insure us m uch better teachers;" "Will advance educational interests generally;" "Will give a superior class of teachers;" "Will give better teachers, *the law is good;*" "Its permanent effects will *certainly be good*;" "Good, it has stimulated the teachers and induced much study;" "The result will be better teachers, better schools, better and more systematic work;" "Will bring us into line with the leading States and encourage good teachers;" "Will give teachers who know something and pupils who can pass examinations;" Improved schools and assured good teaching;" "It will prove a lasting benefit to the children of the State;" "Will drive out lazy incompetents and inspire a wholesome respect for the teacher;" "Will prove a blessing," etc. Five express themselves as follows: "The law is an injustice;" "With some amendments it would be all right;" "Needs some amendments;" "Can not answer;" one evades answer.

To Question No. 12—Forty put themselves on record as heartily favoring the system, fortifying their answers with

well written and carefully thought-out discussions on the subject, the length of which precludes their publication. Of the remaining five, three evade answer; one says, "I would favor it with changes;" and the other has made the astonishing discovery that, "*The law is a failure!*"

ESTIMATION OF LAW BY COUNTY SCHOOL BOARDS.

A circular letter similar to the one addressed to County Superintendents was also, on November 22, last, sent to County Boards of Public Instruction soliciting their opinion in regard to the school law, and asking for information as to public sentiment in their several districts in regard to the same. Their opinion was sought, also, on four slight amendments to the laws uggested, in the same letter, which will be discussed under the head of amendments. The following were the questions asked:

1. Do you favor the Uniform Examination Law adopted by the last Legislature?
2. Do you approve of the amendments to it that I have suggested in this letter?
3. In your judgment, what proportion of the people in your School Board district favor it?
4. What argument, not prompted by self interest or prejudice, have you heard urged against it, that you really regard as of any force?
5. Have you any amendment to suggest to this law or to any other school statute? If so, state them briefly to me.

Answer 1—Answers were received from a large number of 135 of these officers. Though many failed to report, still it is exceedingly gratifying, that of the large number reporting, *not a single one but heartily endorsed and spoke in praise of the law.* Some of the strongest endorsements that the Uniform Examination Law has received are contained in these reports, and I deeply regret that the great amount of space already taken up under this head prevents copious quotations from them. They are, however, on file and subject to inspection.

Answer 2—While a majority favored the amendments suggested, still quite a number vigorously opposed any changes in the law.

Answer 3.—The answers to this question varied; some reported that the law met with *no opposition at all,* while others reported that a small proportion of the citizens of their district opposed it, but that it was generally understood to be from selfish considerations.

Answer 4.—Almost the universal reply to this question was, "None."

Answer 5.—Answers to this question brought out a few suggestions, most of which will be discussed under other heads, but the general tenor of their answers leaves the impression that they are satisfied with the school laws as they are; or, as some stated, are "willing to entrust the suggestion of needful changes to the State Superintendent."

UNIFORM EXAMINATION QUESTIONS.

The usual cry of "catch questions" was occasionally heard respecting the questions distributed for the Uniform Examinations. In fact, it would have been a sad disappointment and astonishment as well, if this voice had not been raised.

Feeble efforts at criticism were attempted by penny-a-liners in some of the newspapers, wherein some verged upon the point of exposing their extreme ignorance of matters about which they were essaying to appear learned. I do not profess to be an adept in the matter of preparing questions for examination. There are, in reality, but few teachers of *any rank* specially gifted in that line, and I have failed as yet to see any set of questions upon any subject, it matters not by whom prepared, that it did not appear that some question might not with profit have been substituted by some other. Those inclined to criticism should bear in mind that the questions were not designed for the ignorant, or those of other professions; nor were answers to many of the questions expected to be given in mathematically correct or measured terms, but were intended to draw out the knowledge of text-books with which teachers daily deal, their degree of professional reading, and their powers and habits of thought along the channels in which their minds are expected to daily move.

Comparison of the questions submitted with those published in the annual reports from nearly all of the States, will convince any intelligent person that the questions recently used in this State are about on a level with those used in similar examinations in the other States, with the possible exception that they are not quite so difficult.

I would be glad that intelligent persons would make the comparison in order to satisfy themselves that their State Superintendent is nearly as well prepared for this important work as some who have presumed to criticize him. Samples of the questions used are below submitted from each of the three sets sent out for examination this year, one or more being taken from each, in order that this comparison may be made.

I will interpose no objection, if any desire it done, to the Legislature's creating a committee of two or more leading educators to assist in the delicate and arduous work of preparing examination test-questions, if thereby the usual "catch-question" may be avoided and greater satisfaction with the work can be assured.

SAMPLES OF STATE UNIFORM EXAMINATIONS QUESTION—SHEETS FOR 1894.

Knowledge of text-books is not the ONLY, but is THE FUNDAMENTAL qualification for teaching.

REGULATIONS.

1. Examinees should provide themselves with legal cap paper, pens and ink, and write all their work in ink.
2. Answers should be numbered to correspond with questions and their subdivisions. The pages on each subject should be fastened together.
3. Examinees should be seated so as to prevent, as far as possible, their seeing each other's work: no books, note-books, nor anything containing rules or data of any kind should be permitted to be brought within the room; examinees should not be allowed to communicate with each other during the preparation of any paper.
4. The Grading Committee must give to each perfect answer the number of credits printed after each question.

FOR SECOND AND THIRD GRADE COUNTY CERTIFICATES.

ORTHOGRAPHY.

I. (*a*) What is spelling? (*b*) Define alphabetical equivalents. (*a*) 5, (*b*) 5.

III. What is meant by word analysis? 10.

IV. Syllabicate, mark the primary accent, and give the proper diacritical mark to each vowel in the following words: *lenient, lamentable, strata, mercantile, phraseology.* 2 each.

V. Give five nouns, underscoring the suffixes meaning respectively: *act of, to make, one who, pertaining to, state of being.* 2 each.

VI. What is the distinction between the phonic and the orthographic spelling of words? 10.

VII. Use a prefix with each of the following words, and show how the meaning is changed: *print, fair, modest, sight, rate.* 2 each.

VIII. (*a*) What are the words called that sound alike, but are spelled differently? (*b*) That are not alike but mean nearly the same. (*a*) 5, (*b*) 5.

IX. Spell and define each of the following words and two others, having the same sound as each one: *write, road, raise, seen, sight.* 2 each.

X. Spell correctly each of the following: *Silinder, embarass, privaledge, sintillate, thur-o, slite, preferrable, catapiller, camfeene, sarjent.*

READING.

1. How would you teach a child to begin to read? Name in order the steps to be pursued.
2. Distinguish between the word method and the phonic method of teaching reading.
3. Is the alphabet method at any time preferable?
4. When would you begin to teach primary classes pauses, emphasis, etc., in reading?
5. What is the prevailing fault with primary readers? Whence its origin? How would you remedy it?
6–10. Read a paragraph of prose for the examiner.

[The examiner will grade the last on the examinee's paper from 0 to 50 for the use of the Grading Committee in determining your standing on reading.]

ARITHMETIC.

☞ Mere answers will not be accepted. Process must be indicated and solution written out.

1. (*a*) At 27 bushels an acre, how many bushels of wheat will be harvested from 640 acres? (*b*) Which is the multipliand in this example, and why? (*a*) 5. (*b*) 5.

II. If division is a short way of performing many subtractions: (*a*) What in division corresponds to the subtrahend? (*b*) What to the minuend? (*a*) 5. (*b*) 5.

III. Given the divisor 99, the quotient 909, and the remainder 9, what is the dividend? 10.

IV. Resolve 31570 into five prime factors. 10.

V. What is the quotient of the least common multiple of 16, 20, 24 and 30, divided by the greatest common divisor of 2373 and 6667?

VI. $\frac{4\frac{3}{8}+5\frac{7}{12}}{3\frac{1}{7}-1\frac{3}{14}} \div 4\frac{5}{8}$ of $\frac{1}{8} = ?$

VII. $(1260 \times 3.49) \div 1.047 - 88.62 \div .00211 = ?$ 10.

VIII. A tin box 11 inches long, 7 inches wide, and 3 inches thick will hold how many gills? 10.

IX. T. F. McBeath bought for $2 an acre the W½ of NE¼, the S½ of NW¼, the NW¼ of SE¼, and NE¼ of SW¼ of a section of land; he sold the NW¼ of NE¼ at $2.50 an acre, the SW¼ of NE¼ at $3 an acre, the SW¼ of NW¼ at $1.20 an acre, the SE¼ of NW¼ at $2 an acre, the W½ of NE¼ of SW¼ at $5 an acre, the E½ of NW¼ of SE¼ at $4 an acre: (*a*) How much land did he buy? (*b*) How much did he sell? (*c*) What is the description of what he now owns? (*d*) Besides clearing the land he now owns, what per cent. did he make on his speculation? (*a*) 2. (*b*) 3. (*c*) 2. (*d*) 3.

X. How long must $1301.64 be on interest to amount $1522.92 at 5 per cent? 10.

ENGLISH GRAMMAR.

I. Name and define five properties of nouns. 2 each.

II. Write the possessive case, plural number, of *it, which, cupful, son-in-law, Knight-Templar.* 2 each.

III. (*a*) Which parts of speech are declined? (*b*) Which are compared? (*c*) Which are conjugated? (*d*) Decline *son-in-law*.
(*a*) 2. (*b*) 2. (*c*) 2. (*d*) 4.

IV. Give the rule applying and compare each of the following: *bad, handsome, lovely, polite, beautiful.* 2 each.

V. Give the principal parts of the following verbs: *dive, say, drink, eat, gird, cling, set, shoe, lie* (to recline), *lay.* 1 each.

VI. (*a*) Give all the properties of the verb. (*b*) Tell how the passive voice is formed. (*a*) 5. (*b*) 5.

VII. Give synopsis of the very *see* with *he* through all tenses of the indicative mood. 10.

VIII–IX. Analyze or diagram:

"When a man dies, they who survive him ask what property he has left behind." 20.

X. Parse in the above sentence: *When, they, who, what, ask.* 2 each.

COMPOSITION.

1. What is composition?
2. Write five rules for the use of capital letters.
3. Give six rules for the use of the comma, and illustrate each.
4. Name the other marks of punctuation.
5. Mention four essential properties of style.
6. Write a composition on one of the following subjects:
   1. There is always room at the top.
   2. The tramp.
   3. Home made apparatus for schools.
   4. The teacher in the community.
   5. Diligence is the father of success.

NOTE.—The composition must contain not less than 100 nor more than 300 words.

Credits will be given on the merits of composition with reference to the following points:

(1) Value of the thought expressed	25
(2) Correct orthography	10
(3) Correct punctuation	10
(4) Correct use of capitals	10
(5) Correct division into paragraphs	5
(6) General appearance	15
(7) Answers to first five questions (5 each)	25
	100

PENMANSHIP.

1. How would you begin the teaching of writing with children who have just entered school?
2. Give correct position with relation to the body, the hand, and the paper.
3. Write some of the one space letters.
4. Give proper comparative heights of n, t, r, s, d, l.
5. What is meant by space in height and space in width? Illustrate each by a letter.
6. Analyze by elements, a, d, c, h, x.
7. Illustrate what is meant by slant.
8. Name and illustrate the principles or elements in the capitals.
9. Is it good for the average teacher of penmanship to set copies for pupils? Should a regular period of time be devoted to writing? Should the teacher read or crochet during that period?

10. Write as a specimen of your penmanship:

Lives of great men all remind us,
We can make our lives sublime,
And, departing, leave behind us,
Footprints on the sands of time.

NOTE.—Maximum grade for the specimen is 55, all other questions 5 each, as to merit.

UNITED STATES HISTORY.

I. (*a*) What was the Declaration of Independence? (*b*) Who was its author? (*a*) 8. (*b*) 2.

II. Explain the allusion in "Charter Oak." 10.

III. (*a*) Give date of Andrew Jackson's administration. (*b*) Name two important political questions settled. (*a*) 5. (*b*) 5.

IV. What was the principal political issue on which Polk was elected President? 10.

V. (*a*) Who enunciated the "Monroe Doctrine?" (*b*) What was it? (*a*) 2. (*b*) 8.

VI. What five men, afterwards celebrated in history, first came into notice during the Mexican war? 2 each.

VII. What was the "era of good feeling," and who was President? 10.

VIII. (*a*) How did the United States get Florida? (*b*) Who was the first governor after it became a State? (*a*) 7. (*b*) 3.

IX. Couple the names of the inventors with what you consider the five greatest American inventions. 2 each.

X. Name five great battles of the Civil War, and tell which side was victorious in each. 2 each.

GEOGRAPHY.

I. Define the axis of the earth. 10.

II. Name the five zones and give the width of each in degrees. 2 each.

III. (*a*) What nation controls the Suez canal? (*b*) What waters does it connect? (*a*) 3, (*b*) 7.

IV. Starting from Chicago and traveling entirely by water, on what waters would you sail in order to reach Vienna? 10.

V. (*a*) Name the countries crossed by the 40th parallel of north latitude. (*b*) Begin on the west coast of the United States and name in order going east the states crossed by it. (*a*) 5, (*b*) 5.

VI. (*b*) Where are the dykes found? Why were they built. (*a*) 4, (*b*) 6.

VII. Name ten valuable articles of commerce exported from Africa.

VIII. (*a*) Name five countries of Europe bordering on the Mediterranean sea, (*b*) Give capital of each. (*a*) 5, (*b*) 5.

IX. Compare the animal life of Europe and America. 10.

X. (*a*) Name the six largest cities of Europe. (*b*) Locate each. (*a*) 5, (*b*)

PHYSIOLOGY.

1. Distinguish between the terms physiology, anatomy and hygiene.

2. (*a*) Give the composition of bone. (*b*) Explain the uses of the bone.

3. Name the organs of respiration.

4. (*a*) What is the heart? (*b*) Size? (*c*) Shape? (*d*) Functions?

5. (*a*) What is the average length of time required to digest a meal? (*b*) Name the organs of digestion.

6. What are the effects of rapid eating?

7. Why should we not study or labor immediately after eating?

8. Tell how to properly care for the eyes, with reference to (*a*) character of light; (*b*) direction from which it should come; (c) size of print; (*d*) when to rest them.

9. (*a*) What is the effect of alcoholic drinks upon the digestion? (*b*) Upon the brain?

10. What effect has the excessive use of tobacco both in regard to (*a*) smoking and (*b*) chewing.

THEORY AND PRACTICE.

I. What is the real purpose of education? 10.

II. What is the purpose of recitation? 10.

III. (*a*) Give necessary qualifications in a teacher to secure the best results from recitations. (*b*) How do you economize time in a recitation? (*a*) 7. (*b*) 3.

IV. Name the requisites in a teacher to secure good government. 10.

V. Discuss oral instruction: (*a*) Its use. (*b*) Its abuse. (*a*) 5. (*b*) 5.

VI. What is the difference in *telling* a thing and in *teaching* it? 10.

VII. (*a*) What is the synthetic method of teaching? (*b*) The analytic? (*c*) Which is more applicable to primary instruction, and why? (*a*) 4. (*b*) 4. (*c*) 2.

VIII. What do you understand by the educational maxim: "Proceed from the known to the unknown?" 10.

IX-X. Have you attended a teachers' summer school this year? If yes, 20. No, 0.

FOR COUNTY FIRST GRADE CERTIFICATE.

ORTHOGRAPHY.

I. Illustrate with words all the diacritical marks of the vowel o. 10.

II. *a* What is meant by the syllabication of words? *b* Separate the following into their syllables and mark the accented syllable: *Leniency, indefensible, lamentation, obligatory, vehement.* *a* 5. *b*. 5.

III. *a* Define a primitive word; *b* a derivative word; *c* a compound word. *d* Form a derivative and a compound word with *man.* *a* 2. *b* 2. *c* 2. *d* 4.

IV. How are words designated as to the number of their syllables? 10.

V. Form and define a word with each of the following prefixes: *un, dis, be, ante, en.* 2 each.

VI. Form and define an adjective with each of the following suffixes: *er, ish, ible, ous, en.*

VII. Give the rule for spelling the second of each of the following pairs of words: *bog, boggy; note, noting; begin, beginner; victory, victorious; daisy, daisies.* 2 each.

VIII. Give the reasons for the spelling of the second word in each of the following pairs of words: *change, changeable; shoe, shoeing; hate, hateful; prefer, preference; singe, singeing.* 2 each.

IX. Write and define a homonym corresponding to each of the following words: *one, beau, rye, choir, holy.* 2 each.

X. Correct the following words spelled phonically: kon-shens, kon-ker, kre-a-ta-b'l, men-azh-e-ry, paj-ant-ry, rek-wi-zish-un, blas-fe-my, am-a-tur, lik-wi-date, suf-fish-ent. 1 each.

READING.

I. a What is reading? b Define articulation. c Give an error in articulation. a 5. b 3. c 2.

II. a What is emphasis? b Mention three ways of using it. a 4. b 2 each.

III. a Is there a difference in *quantity of tone* and *pitch of voice* in reading? b Explain your answer. a 5. b 5.

IV. What drills do you give pupils as to: a Position of body? b Holding of book? c Breathing? d Gesture? e Facial expression? 2 each.

V. How would you conduct a reading lesson in a large class, looking to: a Correcting errors? b Naturalness? c Mastery? a 4. b 4. c 2.

VI–X. Read an extract of ten lines each of prose and poetry for your examiner.

[Examiner will grade from 0 to 25 each extract read, and deliver same to the Grading Committee to be added by them to the grading of the questions above].

PENMANSHIP.

I. Construct and name each of the seven principles employed in the Spencerian system of writing. 10.

II. What is meant by the following: (*a*) space in width! (*b*) space in height? (*c*) main slant? (*d*) connective slant? (*e*) shading? 2 each.

III. What should be the height in spaces of each of the following letters: *n, r, l, t?* 10.

IV. (*a*) Which one of the thirteen short letters is shaded? (*b*) What other small letters? (*c*) Which of the capitals are shaded? (*d*) Where is shading always heaviest? (*a*) 2. (*b*) 4. (*c*) 2. (*d*) 2.

V. Analyze the letters *a, r, y, A, O.* 2 each.

VI–X. Write the following correctly, to be graded as a specimen of your penmanship:

Dare to be true, nothing can need a lie;
A fault which needs it most grows two thereby.
—George Herbert.

50.

ARITHMETIC.

☞ Process will be considered as well as correct answer, so write out the solutions—mere answers can not be accepted. Connect your work by proper signs. You are at liberty to abridge by cancellation.

1. A can do $\frac{1}{8}$ of a piece of work in 4 days; B can do $\frac{1}{7}$ in 4 days; C can do $\frac{1}{4}$ in 8 days; D can do $\frac{1}{3}$ in 7 days. How long will it take them all to do it?

2. Divide thirty-five hundred-thousandths by 7 millionths; also 54 and five-tenths by 545.

3. A fence five boards high is built around a square field containing 10 acres, the top board is 4 inches wide, the base board is 10

inches wide, the middle boards each 6 inches wide; what is the cost of the lumber at $12.50 per M?

4. What per cent. did a huckster make on his investment, who bought five bushels of chestnuts at $3 a bushel and retailed them at 10 cents a quart liquid measure? Ans. 24⅓ per cent. +.

5. When it is 6 a. m. at Washington, 77° 3′ W. longitude, what will be the hour of the day and the longitude of a place east, at which the difference in time is 5 hrs. 8 min. 12 sec.

Answer.....(Time.)
Answer.....(Long.)

6. A bought a lot for $450, which was 25 per cent. less than its true value, and sold it for 25 per cent. more than its true value. What per cent. did he make on his money?

7. What is the distance in yards from the centre to each corner of a section of land?

8. If $800 had been put at 8 per cent. interest January 1st last, find the date when the amount will be $1000.

9. What is the distance in a direct line between one of the lower corners and the opposite upper corner of a hall 32 feet long, 24 feet wide and 30 feet high?

10. At a mark for 4 inches square, what will it cost in U. S. money to gild the surface of a sphere three feet in diameter?

Ans. $69.60 +.

ENGLISH GRAMMAR.

1. Give rule and write the plural of each of the following; Adz, colloquy, cameo, madame, bandit, billet-doux, goose-quill, manchild, vortex.

2. When more than one give different plurals, and explain the formation of the plural of the following: Staff, Miss Smith, Mrs. Jones, Dr. Coe and Lee, fish, hose, heathen, four pair, by score, politics.

3. Classify verbs: 1st, As to form, and illustrate.
2d, As to meaning, and illustrate.
3d, Give the modifications or properties of verbs.

4. Tell how the passive voice is formed; what verbs may have a passive voice; and give the synopsis of the verb "see" in the indicative mood, passive voice, using the second person.

5. Classify sentences according to their use; as to their structure. Which is synthesis? Which analysis?

6. What two elements must every sentence contain? Name and define all the elements of any sentence.

7. I like the lad who, when his father thought
To clip his morning nap by hackneyed praise
Of vagrant worm by early songster caught
Cried, "Served him right! 'tis not at all surprising;
The worm was punished, sir, for early rising."

—Saxe.

(*a*) What kind of sentence is the above?

(*b*) Point out all the subordinate clauses and tell what kind of an element each is.

(*c*) Name all the phrase element and tell what each modifies.

(*d*) What are objects of "cried?"

8. Diagram the sentence.

9. Pars in full the words: Lad, who, when, clip, caught, served, right, sir.

10. Write a sentence or sentences, containing an adjective phrase,

an adverbial phrase, an adjective clause, an adverbial clause, and a substantive clause.

GEOGRAPHY.

1. (*a*) Name the chief countries of Europe. (*b*) What two are republics?

2. Name and define all the imaginary lines used in mathematical geography.

3. Give best proofs of the form and motions of the earth.

4. Name the river system of North America.

5. (*a*) What is the approximate distance from New York to Liverpool? (*b*) From San Francisco to Yokohama?

6. From what strait on the east to what water on the west does Asiatic Russia extend?

7. Name the South American States and the Capital of each.

8. (*a*) How many States comprise the German Empire? (b) Name the four largest. (*c*) Name the two houses of the Imperial legislature (*d*) How are the members of each chosen?

9. Draw an outline map of Florida, and locate its largest lake, three largest rivers, six chief cities.

10. Draw a township, number the sections, sub-divide the 16th section into quarter quarters, and locate a school house in the NE¼ of NW¼ by a+.

HISTORY.

I. Into how many, and what periods, does U. S. History divide itself? 10.

II. (*a*) Give the history of the Whig party. (*b*) What were some of its principles? (*a*) 5, (*b*) 5.

III. Describe the Battle of Shiloh, giving important results. 10.

IV. What is meant by (*a*) a protective tariff? (*b*) tariff for revenue? (*c*) free trade? (*d*) internal revenue? (*e*) civil service? 2 each.

V. How did the United States acquire (*a*) Texas? (*b*) Florida? (*c*) Kentucky? (*d*) Arkansas? (*e*) Oregon? 2 each.

VI. Why are the following places historic? (*a*) Montgomery, Ala? (*b*) Fortress Monroe? (*c*) Appomatox? (*d*) Philadelphia? (*e*) Hampton Roads! 2 each.

VII. (*a*) What was the Monroe doctrine, and (*b*) when, if ever, has the United States government officially endorsed it? (*a*) 5, (*b*) 5.

VIII. Who was (*a*) Daniel Boone? (*b*) General Custer? (*c*) Kit Carson? (*d*) "Captain Jack?" (*e*) John Brown? 2 each.

IX. What were the causes leading to the war of 1812? 10.

X. Mention five events of the present year of historic significance. Why? 10.

COMPOSITION.

1. (a) What is the use of the paragraph in composition? (b) Illustrate. (a) 5. (b) 5.

II. (a) Name the different parts of a letter. (b) How should each be punctuated? (a) 5. (b) 5.

III. (a) What is meant by *outlining a subject?* (b) Make an outline of the following subject: A Day at a Picnic. (a) 4. (b) 6.

IV. (a) Name five figures of speech. (b) Illustrate each with a short sentence. (a) 5. (b) 1 each.

V. (a) How would you rank letter writing in importance among the various forms of composition? (b) At what stage of the pupil's education would you teach letter writing? (a) 5. (b) 5.

VI–VII. Write a short letter to a County Superintendent applying for a school. State your age, experience in teaching, educational advantages, your late reading on teaching as a science, salary you expect, and name two persons as references as to your character, and success as a teacher. Be careful about the beginning and closing of your letter. 20.

VIII–X. Outline your subject with not less than five heads and write an essay of not less than 100 and not over 200 words on one of the following subjects:

(a) The Recent Strike.
(b) Teachers' Summer Schools.
(c) The Press of the Present Day. 30.

NOTE —Punctuation, capitalization, spelling, paragraphing, style and subject matter each to be considered in grading the last question.

PHYSIOLOGY.

I. Define: (a) Physiology; (b) Anatomy; (c) Hygiene: (d) Ossification: (e) Assimilation. 2 each.

II. Name and describe the parts of the hip joint. 10.

III. (a) What is the cause of soreness after violent exercise? (b) What will be the effect, physiologically speaking, of bathing and rubbing at such times? (a) 5. (b) 5.

IV. What parts of the body require the following: a albumen; (b) lime; (c) iron? (a) 3. (b) 3. (c) 4.

V. Begin with the left auricle and trace the circulation of the blood through the system, naming the valves, chambers, tubes, and organs through which it passes. 10.

VI. (a) Name the excretory organs. (b) Explain the functions of each. (a) 4. (b) 6.

VII. (a) Describe the nervous system. (b) Show its connection with psychology. (a) 7. (b) 3.

VIII. Is the "sense of touch" a special sense, as compared with the other senses? 10.

IX. What effect has alcohol on: (a) the heart; (b) the stomach; (c) the capillaries; (d) the brain? (a) 2. (b) 2. (c) 3. (d) 3.

X. How would you explain the evil effects of: (a) re-breathing; (b) rapid eating; (c) tobacco?

THEORY AND PRACTICE.

I. Distinguish between a *lesson* and *a recitation.* 10.

II. Give five fundamental principles of teaching. 10.

III. Distinguish between *to instruct, to teach, to educate.* 10.

IV. Where and to what extent should object teaching be employed in arithmetic? 10.

V. Name in order of their relative greatest activity the principal mental powers. 10.

VI. How many recitations a day should a child in the Third Reader Grade have, and in what studies? 10.

VII. To what extent should the teacher assist pupils in the preparation of lessons? 10.

VIII. Should prizes, honor marks, etc., ever be used as incentives to study or good conduct? Give reasons for your answer. 10.

IX. What daily preparation on the part of the teacher is essential to good teaching? 10.

X. What works bearing on the subject of teaching or education have you read since last October?

3½ per cent. for each book up to three.

CIVIL GOVERNMENT.

I. (a) What is the reason for having two houses of Congress? (b) Why chosen differently and for different periods? (a) 5, (b) 5.

II. What sovereign powers have the individual States of the Union? 10.

III. What is meant by (a) an *ex post facto* law? (b) bill of attainder? (c) writ of *habeas corpus?* (d) "the right to bear arms?" (e) what constitutional provision with regard to each? 2 each.

IV. (a) What was the purpose in giving the President the veto power? (b) Why was it not made final? 5 each.

V. What kind of bills can originate from the House of Representatives only? Why? 10.

VI. How are members of the Supreme Court of the United States chosen, and for what length of term? 10.

VII. How are the members of the Supreme Court of Florida chosen, and for what length of term? 10.

VIII. How many grades of certificates issued from the Department of Education in this State, and on what conditions? 10.

IX. What constitutes the county School Fund, and for what may it be disbursed? 10.

X. What School funds are distributed from the State Treasurer's office, and on what basis is the apportionment made? 10.

PHYSICAL GEOGRAPHY.

1. Define the province of Physical Geography,

2. Upon what does the climate of a place depend?

3. (a) What are the causes of winds? (b) What are the trade winds and their causes?

4. a Describe the mountain system of North America and give the probable cause of the elevations and depressions; b their influence upon climate.

5. Describe the manner in which rain, hail, snow, frost, and dew are formed.

6. (a) What are isothermal lines? (b) How and why do these lines vary in North America as they approach the Pacific coast?

7. What is meant by "the line of no variation," and where does it cross the United States?

8. (a) Account for the direction of the Gulf Stream across the Atlantic Ocean. (b) What is Maury's theory of the causes producing this stream?

9. What angle does the axis of the earth make with the plane of its orbit?

10. (a) June 21st, on the Arctic circle, where would the sun appear at midnight? (b) Where at noon? (c) On the equator, where would it appear at the same time?

ALGEBRA.

I. (a) What is algebra? (b) Define symbols; (c) Equation; (d) On what does the degree of an equation depend?
(a) 3. (b) 2. (c) 3. (d) 2.

II. Resolve a^8-b^8 into its prime factors. 10.

III. Divide $3xy+x^3+y^3-1$ by $y+x-1$. 10.

IV. (a) Prove that $(x+y)^0=1$. (b) Prove that $a^{-3}=a^{\frac{1}{3}}$.
(a) 5. (b) 5.

V. Reduce $\dfrac{a^{-1}\,b^{-2}\,c^3\,m^n}{a^2\,b^{-3}\,c^{-1}\,m^{-n}}$ to an equivalent fraction having positive exponents. 10.

VI. Find the greatest common divisor of x^3+7x^2-x-7, x^3+5x^2-x-5 and x^2-2x+1. 10.

VII. Find the value of x in the equation, $5x-\frac{1}{2}(x+3)=14$.
10.

VIII. Required the number of two figures, which added to the number obtained by changing the place of the digits gives 77; and subtracted from it leaves 27. 10.

IX. Solve the equation $\dfrac{x+1}{x-1}=\dfrac{4x-3}{x+9}$ 10.

X. A certain farm is a rectangle, whose length is twice its breadth. If it should be enlarged 20 rods in length, and 24 rods in breadth, its area would be doubled. How many acres in the farm?
10.

BOOK-KEEPING.

I. What is Book-keeping? 10.

II. What are the principal books used in single-entry? 10.

III. What auxiliary books may be used? 10.

IV. How does single-entry differ from double-entry? 10.

V. What book in double-entry requires the most skill and thought to be correctly kept? 10.

VI–X. Using only Journal and Ledger, work by double-entry the following short "set." Consider the printed memoranda as your Day-Book. Close your Ledger and find the loss or gain and the worth of the business at closing.

Sept. 1.—Began business with resources and liabilities as follows:
I have on hand $3,000 in cash and $5,000 in goods. I owe the Am. Book Co. $600.

Sept. 2.—Paid rent of store in cash $50. Sold for cash $165.80. Sold on acct. to W. F. Yocum $60.50. Sold to J. S. Tomlin on acct. $54.90. Sold to D. L. Ellis on acct. $25.00.

Sept. 3.—Sold for cash $180.75. Sold W. F. Yocum on acct. $65.75. Sold C. P. Walker on acct. $12.20. Sold W. L. Floyd on his note at 60 days, mdse. $135.

Sept. 4.—Sold for cash $90.80. Paid for stationery $12.00. Sold D. L. Ellis on acct. $32.65. W. F. Yocum pays cash on acct. $75. Bought mdse. for cash $2,150. Paid Am. Book Co. $600.

Sept. 5.—Paid D. L. Ellis on acct. $42.75. Sold for cash $85.60. Bought mdse. on my note at 60 days, $1,850.

Inventory shows mdse. on hand $7,500. 50.

As the law stands at present, the candidate before obtaining a State Certificate must pass an examination on 24 branches, 14 of which are the same, or equivalent to the ones required for the County First Grade Certificate, samples of which have just been given above, so there are given below only samples of the questions used for the other ten branches.

EXAMINATION QUESTIONS FOR STATE CERTIFICATE.

NOTICE TO EXAMINEES.

1. Do not write your name upon any of your papers.
2. An endorsement of good moral character and a fee of one dollar, refundable for no cause, must be handed to the examiner, before you are eligible to the examination.
3. Write all your work upon legal cap paper with pen and ink; number and letter your answers to correspond to questions.
4. Any other regulation will be explained at request of any examinee, or when the examiner deems it necessary.

SEEK THE TOP, WHERE THERE IS ALWAYS PLENTY OF ROOM.

GENERAL HISTORY.

I. (a) What marks the beginning, and what the close of mediæval history? (b) Into what ages is the period sometimes divided? 5 each.

II. Make a list of the nations existing: (a) at the beginning of this period; (b) at its close. 5 each.

III. What of the ruling idea and of the empire of Charlemagne? 10.

IV. (a) Give a brief history of the Saracens, telling something of their founder. (b) What good resulted from them? 5 each.

V. (a) What is meant by the Feudal system? (b) What of its effects upon civilization? 5 each.

VI. (a) What were the Crusades? Tell of: (b) their origin; (c) their number; (d) their aim; (e) their effect upon the world. 2 each.

VII. (a) Give the origin of the Cavaliers. (b) name some renowned men developed by the struggle. (c) Give in brief contemporaneous American history. (a) 2. (b) 3. (c) 5.

VIII. Of the Thirty Years' War, tell: (a) By whom begun; (b) what nations became involved; (c) how it ended; (d) the result of it. 10.

IX. Give a brief account of the beginning of England. 10.

X. Of the French Revolution, tell: (a) its origin; (b) its nature; (c) the names of leading characters; (d) how it terminated. 10.

GEOMETRY.

1. Define chord, tangent, apothegm, postulate, hypothesis.
2. Adjacent angles of a parallelogram are either equal or supplementary. Prove.
3. The difference of the squares described on two lines is equal to the rectangle of the sum and difference of the lines. Prove.

4. If from the middle point of any side of a triangle, lines be drawn to the middle points of the other sides, the two lines with the opposite segments will form a parallelogram. Prove.

5. The line joining the middle points of the diagonals of a trapezoid is parallel to the bases and equal to one-half their difference. Prove.

6. To find a fourth proportional to three given lines. Solve.

7. From a given point outside a circle to draw a tangent to the circle. Solve.

8. The area of an equilateral triangle is 300, required the side.

9. The radius of the circle being 10, reqnired the apothegm of an inscribed octagon.

10. Given the base, an angle at the base, and the difference of the other two sides; construct the triangle.

TRIGONOMETRY.

1. Draw a figure illustrating the several trigonometrical lines.
2. Show that $\sin^2 x + \cos^2 x = 1$.
3. Prove that $\cos 60^\circ = \frac{1}{2}R$.
4. Prove that a: sin A :: a: sin B.
5. How do we extract the root of a number by logarithms?
6. Explain what you mean by logarithms.
7. To what are the sine and cos of 90° equal?
8. To what are the tan and sec of 90° equal?
9. Given the hypothenuse of a right angled triangle 45, and one of the adjacent angles 37° 22′; find the other parts. [Simply state proportions for finding sides].
10. In an oblique angled triangle given BC=980. angle A=7° 6′ 26″, and angle B=106° 2′ 23′ ,to find other parts. [Simply state the proportions for finding the sides.]

PHYSICS.

I. Repeat Newton's laws of motion.

II. Make a drawing and explain (a) space passed through by a falling body the first three seconds; (b) law of increase of rate; (c) whole distance passed through; (d) method of determining the rate of any second.

III. (a) A piece of lead exactly balances a piece of cork, will they still balance under a receiver after the air is exhausted? (b) Explain the philosophy.

IV. (a) Explain the principle of the lever. (b) Illustrate three classes.

V. A well is 240 feet deep, (a) how much time will elapse after a child falls into it before the sound of the splash reaches the ear? (b) Give formula.

VI. Name a substance which may exist in a solid, liquid and gaseous form, and explain the molecular differences in the three states.

VII. Make drawing and illustrate the effect upon an object seen through a concave lens.

VIII. (a) What is meant by specific gravity? (b) How would you find the specific gravity of a block lighter than water? (c) It weighs 6 lbs. in water and 4 out, what is its specific gravity?

ZO-OLOGY.

1. Classify the animal kingdom into its main divisions. What book have you studied?

2. What do you understand by mollusca, and into what groups may they be classified?

3. Compare the fore-leg of a horse with the hand and arm of a man, noting correspondences and differences.
4. In what way do (a) insects, (b) crustaceans, (c) mollusca breathe?
5. What do you know of the geographical distribution of the elephant, of the puma, of marsupials?
6. In what respect does an ostrich differ from an ordinary bird?
7. How would you distinguish the mouth parts of a butterfly from those of a bed-bug?
8. Classify as far as you are able the following animals: jelly-fish earth-worm, cuttle-fish, shark, alligator.
9. Describe the principal anatomical differences between man and one of the higher apes.
10. What is coral? What important work has this animal accomplished?

BOTANY.

1. Describe minutely the physiology of plant life, and growth.
2. Name and explain the various processes of plant reproduction.
3. Distinguish between exogenous and endogenous plants, and give the outward characteristics of each class.
4. Name and describe the parts of a complete flower, in order.
5. Define the terms "perfect," "symmetrical," "complete," and "regular," as applied to flowers.
6. Describe the structure and function of the leaf, and classify as to venation and arrangement on the stem.
7. What is the office of the pollen? Explain in full.
8. Classify the following as to orders: Apple, peach, wheat, sugar-cane, Indian corn, Irish potato.
9. Define fruit, and classify the orange, guava, pomegranate, tomato, eggplant and pecan.
10. Illustrate, by drawings, the various forms of inflorescence.

LATIN.

I. Translate as literally as good English will allow:

Pro his Divitiacus—nam post discessum Belgarum, dimissis Haeduorum copiis, ad eum reverterat—facit verba: 'Bellovacos omni tempore in fide atque amicitia civitatis Haeduae fuisse: impulsos a suis principibus, qui dicerent Haeduos, ab Cæsare in servitutem redactos, ones indignitates contumeliasque perferre, et ab Haeduis defecisse, et populo Romano bellum intulisse. Qui ejus consilii principes fuissent quod intellegerent quantam calamitatem civitati intulissent in Britanniam profugisse. Petere non solum Bellovacos, sed etiam pro his Hæduos, ut sua clementia ac mansuetudine in eos utatur.'—Cæsar, Bk. II, Chap. 14.

II. What would have been the tense and mood of *fuisse, perferre* and profugisse had it [the discourse] been Oratio Directa?

III. Account for the mood of each of the following: *dicerent, fuissent, intellegerent, utatur.*

IV. Give the principal parts of: *impulsos, dicerent, redactos, perferre, defecisse, petere, utatur.*

V. Give one English word from each of the following and tell from which root [if a verb] it comes: *dimissis, impulsos, principibus, redactos, perferre, defecisse, intellegerent, petere, utatur, clementia.*

VI. Give construction of *dimissis, copiis, tempore, redactos, perferre, consilii, civitatis, civitati, petere, clementia.*

VII. Translate into Latin: Cæsar led the army to the summit of the hill, and drew up a triple line of battle. The enemy fought

fiercely until sunset, many wounds being given and received. The Romans were victors.

VIII. Translate:

Dixerat ille; et iam per moenia clarior ignis
Auditur, propiusque aestus incendia volvunt.
Ergo age, care pater, cervici imponere nostrae;
Ipse subibo umeris, nec me labor iste gravabit:
Quo res cumque cadent, unum et commune periclum,
Una salus ambobus erit. Mihi parvus Iulus
Sit comes, et longe servet vestigia coniunx.
Vos, famuli, quae dicam, animis, advertite vestris.
Est urbe egressis tumulus templumque vetustum
Desertae Cereris, iuxtaque antiqua cupressus
Religione patrum multos servata per annos.

Aeneid II—705-715.

RHETORIC.

1. What relation has rhetoric to grammar?
2. Define and give an example of each: *simile, allegory, metaphor, apostrophe, irony.*
3. Illustrate by quotation or original example *metonomy, antithesis, personification, hyperbole.*
4. Give the requirements of a good sentence, and explain.
5. Define *purity, propriety, precision,* as applied to diction.
6. Give rules for paragraphing composition.
7. Point out the particular merit in style of each of three great writers.
8. Name the figures found in the following sentences: (a) He fell asleep. (b) I seek not to penetrate the veil (c) He was addicted to the bottle. (d) For fools rush in where angels fear to tread. (e) Grim-visaged war hath smoothed his wrinkled front.
9. Give rules for the choice of words in writing.
10. Give caution in regard to the use of rhetorical figures.

ENGLISH LITERATURE.

1. Give a brief sketch of Shakespeare's life.
2. What is dramatic poetry? Distinguish between the two principal divisions of. To which class does "Merchant of Venice" belong? Why?
3. Give a synopsis of the drama, and a brief sketch of the character of Portia and Shylock.
4. What was the real source of Shylock's animosity to Antonio? Prove your answer by references to the drama, or quotations from it.
5. What do you regard as the finest line, or lines, in the drama? Give good reasons for your answer.
6. Was Portia dark or fair? tall or low? What was her probable age? Prove your answers correct by reference to the drama.
7. Give a brief sketch of the life and writings of Washington Irving.
8. Analyze the charm of his writings; and explain why he has been called the "Father of American Literature."
9. Give a brief synopsis of the "The Legend of Sleepy Hollow," and discuss Ichabod Crane.
10. What do you regard as the most pathetic scene in "Rip Van Winkle?" What the most comic? Explain your answer.

MENTAL SCIENCE.

1. What is meant by "The Physical Basis of Thought?"
2. Name and distinguish between the three modes of mental manifestation.
3. Name and define the principal intellectual activities in the order of development.
4. Define percept, concept, and distinguish clearly between perception and apperception.
5. Analyze the mental process of conception, and explain the formation of "general notions."
6. Classify the sensibilities (feelings).
7. Define the will, and discuss briefly its relations to the intellect and the sensibility.
8. What is meant by the "Freedom of the Will," and to what extent is the doctrine sustained by mental science?
8. Describe and illustrate the two processes of reasoning.
10. Show how that psychology is intimately related to physiology on the one hand, and to ethics on the other.

RESULT OF EXAMINATIONS FOR STATE CERTIFICATES.

It is evident, that high grade certificates are either not so valuble as they once were, or the latter method of obtaining them is not so popular as the former was. There had been 644 First Grade, or State Certificates, issued in all prior to January 1, 1893; 561 of which were still in full force January 1, 1894, when they were revoked by statute of 1893. Not one was issued after I came into office. Timely notice was given that opportunity would be presented to re-take by examination under the new law one of these five-year State Certificates at Gainesville, January 4–6, 1894, where there assembled several hundred teachers in State Association.

Again, notice was given that an opportunity would be afforded to take this examination at each of the Summer Schools, held in July and August, at Marianna, Monticello, Gainesville, Ocala, and Bartow, there being in attendance upon each, from 125 to 260 teachers.

Then, there was a standing notice that I would meet as many as six teachers at any time and at any place in the State, they would agree upon for the purpose of extending the privileges of this examination.

Still with all these opportunities, only 17 attempted the examination for a State Certificate during the whole year 1894.

The great body of teachers that had previously held these certificates under the old order of things, were either willing to be content with a lower grade, did not find it convenient to take the examination, or were relying upon the success of

the opponents of the law in securing its repeal, and the laying aside of proper restrictions in granting high grade professional certificates.

The reports show that nearly all this class of teachers who held the old State Certificates, took the State Uniform Examination in the counties; and the greater part of them took First Grade County Certificates, being included in the 280 that secured that grade; some received Second Grade and some Third Grade County Certificates; and a few, failed altogether in these examinations.

The result of those 17 contending for State Certificates was as follows: 2 gave up after inspecting the questions; 6 failed to make the required average; 2 failed to complete their work, promising to do so the first favorable opportunity; and the following 7 stood most creditable tests and have been issued certificates:

Dr. W. F. Yocum, Gainesville, Fla.
J. S. Tomlin, Monticello, Fla.
Tom F. McBeath, Tallahassee, Fla.
W. S. Cawthon, Madison, Fla.
J. M. Guilliams, Jasper, Fla.
T. M. Rivers, Hawthorne, Fla.
I. I. Himes, Palatka, Fla.

THE LAW RESPECTING STATE CERTIFICATES MUST NOT BE CHANGED.

There had not been so much earnest study and actual growth in the knowledge of text-books and in professional literature on the part of teachers in the past twenty years as there was during the one year 1894.

All this was due to the system of examinations established by the law of 1893. The benificiaries from this awakening were not only the children being taught, but the teachers themselves.

I venture the assertion that the agitation in matters educational during the past year, has done more to awaken interest in public education and to establish confidence in the good to grow out of the public school system than could have been accomplished in any other way. It has been educative in its tendency, and has caused many to take a stand and to consider the subject in many phases, who before were indifferent and hardly gave it a thought.

It is then confidently hoped that the coming Legislature will not yield to the pressure sought to be brought to bear upon them by a small number of exceedingly noisy persons that are selfishly affected thereby (in that they do not shine

with the same lustre as formerly), and turn this tide of progress backward. Do not cheapen the high grades of certificates by rendering their attainment easy.

It is also prayed, that they will not be made issuable upon diplomas or as a reward of graduation to the alumni of any of our State institutions.

The graduates of all the high grade schools in the State are, under the present law, all upon the same level as far as teaching public schools is concerned.

In fact, all these institutions are now put upon their metal and warned, that if they turn out any shoddy work it will be found out, if they undertake to teach schools.

Besides, the falsehood will not be acted, of proclaiming young men and women just out of school, as "eminent in scholarship and in teaching ability," when many of them are not equal in scholarship to some just out of the public schools and never will acquire any professional merit. When it comes to select the tutors and character builders of our children, let us test everything, even if it has a college stamp upon it.

I once attended a college myself and know how much veneered work is sent out because it was kept the regulation time in the machine.

Again, the grade of work yet done in all our schools of high grade, while it will doubtless compare favorably with that done anywhere, has not yet reached that standard which would justify the putting of the great Seal of State upon it and pronouncing it all pre-eminent. It is granted that this is done in some of the States having older and better established Normal Schools, Colleges, and Universities, than we expect to have for some years; but the expediency of this thing is now being seriously questioned by the advanced thinkers among public school leaders in the foremost States educationally.

To repeal this part of the examination law would have the effect of turning the present progressive spirit, characteristic of our teachers to a degree not witnessed in any other Southern State, back the other way and lower the standard of our teaching force. It would also largely take away from the students in our Normal Schools and Colleges, expecting to make teaching a profession, the incentive leading them on to a thorough, broad, and accurate scholarship.

The time may come in the educational advancement of the State when it may be advisable to confer special privileges upon graduates; I question it, and assert most positively that it is not yet. The tendency of these special exemptions ex-

tended to graduates is to exasperate and to diminish efforts resultant in growth on the part of many working with lower grade certificates but zealously working upwards.

The greatest harm done results to the graduates themselves who are favored, in that they are exempt from investigation and lose the power gained thereby. So let the law alone for the good of all.

SPECIAL LIFE CERTIFICATES.

In the execution of that part of Section 9, Chapter 4192, Session Laws of 1893, conferring upon me discretionary power in the matter of granting *Special Life Certificates*, I have endeavored to be exceedingly cautious. I felt from the beginning that here was left a loop-hole through which might enter again that looseness in the matter of issuing certificates and of selecting teachers, that would defeat the success of the school system sought to be established by that whole chapter of the laws.

The law says, that the State Superintendent shall not be *prevented* from granting this certificate to "*eminently successful kindergarten, or primary teachers, who have taught three years in this State, good only in that department of schools.*"

In Regulation 31, on page 48, of the compilation of school laws of 1893, the State Board of Education has restricted this eertificate to specially trained kindergarten or primary teachers, and prescribed how applications for this certificate must be endorsed and through whom they must be made. This certificate by language in the "form of application No. 11," and in the body of the certificate itself, is restricted to the Primary Department *only*, of regularly graded schools.

Notwithstanding the bulwarks sought to be thrown around the granting of the certificate, the number of those that have sought its aegis is amusing as well as astonishing.

While the granting of it is left entirely discretionary with the State Superintendent, some have acted as though it was mandatory upon that officer to grant it upon request.

Some without endorsement have asked it in their own name. Efforts have been made to stretch its application so as to take in the one teacher of a small rural school, who, as likely as not, had little conception of what is meant by a Kindergarten Department or a graded school. Others have endeavored to hover under its protecting wings teachers in charge of as high as the *Sixth Grade* of regularly Graded Schools.

In fact, it really appeared that some Superintendents with a little encouragement would have asked for certificates of

this grade for their whole corps of teachers, and have converted all their schools into Primary Departments of Graded Schools.

This is a very popular certificate, and with a little encouragement by the State Superintendent, there would be no necessity for any other or for holding examinations.

It is so easy to prove eminent teaching ability, when a certificate is at stake; and to attend two lectures of one hour's duration on primary or kindergarten work, by some crank, is ample to establish that one has been "specially trained for kindergarten or primary work."

The wisdom of this certificate and of the mode prescribed for granting it, I have doubted from the first, and believe that the mistake is chargeable to me, in that I failed to prescribe an examination on primary methods as a prerequisite, which I may yet do. Any certificate issuable without examination is entirely too popular to be safe.

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In addition, $1,400, in the spring of 1893, was placed in my hands to be used in the improvement of the teachers of the State. The present policy of the trustees of this fund is to appropriate it, not to the education of the children in the communities of a few chosen schools, but to devote it exclusively to teacher-training, that its effects may reach as far as possible all the children of the State.

With the use of this fund, I planned the holding of as many County Institutes of one week's duration as possible.

The terms of the donation required that the negro teachers should receive a just portion of the benefits of the same. This was given them, though only four separate institutes were held for the negro teachers, namely, at Palatka, Monticello, Quincy, and Marianna. In the counties where the number of negro teachers was too small to give them a separate institute, they were encouraged to attend the institutes for the whites and to occupy the part of the building assigned to them, which they cheerfully did at every place.

There were held in all 24 separate Institutes, beginning June 20, and ending with the 23d of September. By the process of combining two counties at several points, 31 counties were reached, enabling me to bring not only the largest number of counties under the influence of institute work, but

also to hold the greatest number of institutes at the least average cost per institute, ever held in the State.

The following are the names of the places at which they were held: Green Cove Springs, St. Augustine, Arcadia, Braidentown, Bushnell, Macclenny, Mayo, Perry, Aucilla, Monticello, Dade City, Kissimmee, DeLand, Palatka (one for each race), Starke, Fernandina, Carrabelle, Quincy, Blountstown, Marianna, Westville, and Milton.

One object aimed at in locating these institutes was to reach as far as practicable the teachers of the out-lying counties, leaving the more progressive educational centers for after work.

The work sought to be accomplised in these institutes was designed especially to awaken interest on the part of teachers and people, and to create aspiration and inspiration and set the teachers at work both in studying their profession and in improving their knowledge of the texts they are required to teach.

They were largely attended at every point, except two or three, over 1,000 teachers attending the various institutes, besides many school officers and large numbers of patrons.

The lecturers employed to assist me in this work were as good as could be had in the State. They were J. M. Guilliams, of Jasper Normal Institute, and Tom F. McBeath, late of Cooper Normal College, Mississippi, both of whom have had much experience in such work.

Each of them was made a leader and put in charge of a separate institute each week, while my time was divided between the two in spending half of each week at each institute.

Each of them, with my assistance and such local help as could be pressed into service, succeeded in giving such satisfaction that every institute was pronounced a success, the almost universal verdict being that each was the largest and best ever held in that section.

Besides the above regular leaders, Professors L. W. Buchholz, B. C. Graham and T. J. McBeath were each employed to assist in one institute.

I attended all of them in person, except three, being prevented by sickness from reaching two and one time by failure of boats to connect, and lectured both teachers and people at every point, notifying them that the institute of a week's length was only the precursor of Summer Schools for two months that would follow the coming summer.

Report of the work done and of the disbursement of the

fund was made to the agent of the Peabody Fund, Dr. J. L. M. Curry, and, as far as I know, was fully approved.

INSTITUES AND SUMMER SCHOOLS BY COUNTIES.

Besides the institutes reported above, as held under State auspices during the year 1893, all the more progressive counties in educational matters held institutes of one or more days' duration; some every month; some at greater intervals, but for a longer time; others held but one county institute during the year, but local institutes in different sections of the county, monthly.

Several counties held teachers' Summer Schools under county control and at county expense, for one, two, and even three month. Those for one month are Lake and St. Johns. Alachua held for two months one for each race separately. Hillsborough held one for whites exclusively for three months, and one for two months in 1894.

Other counties doubtless should be included in the above list, but the facts were not furnished me.

PEABODY SUMMER SCHOOLS IN 1894.

Having created the necessity by the examination law for better preparation on the part of a great body of the teachers of the State, in order to be able to pass successfully that ordeal, and to keep the promise made at the institutes of the year before, I endeavored to assist the teachers to meet the necessity of this demand placed upon them, by establishing ten Summer Schools, five for both races, during the summer of 1894.

The object of these schools was not so much to help teachers through the examinations, as to unify the system of teaching, to create professional enthusiasm, and to give pedagogical improvement and strength.

As the amount allowed me from the Peabody Fund was wholly inadequate to meet the cost of anything like that number of schools, and as less than that number would not meet the demands of the situation, I issued a circular letter calling upon the School Boards of the various counties to make contributions from county funds as they felt able or favorable to the enterprise, to enable me to carry out my Summer School project. While a great many counties were slow to move in the matter, some not at all, a sufficient number, however, endorsed the scheme and promised such aid as gave me hope of succeeding by pressing it. Consequently

on June 6th, I issued a circular announcing that schools, one for each race, would open Monday, July 9th, at the following places: Marianna, Monticello, Gainesville, Ocala and Bartow. Four points were taken into account in selecting these locations: (1) Amount of contribution to the fund, (2) promised board rates, (3) proximity and character of school buildings offered for both races, (3) accessibility of the towns.

The State was sub-divided in five groups of nine counties each and the teachers were notified to which school and group their county was assigned, and were encouraged to attend.

In consequence of the limited amount of money expected, it was found necessary to make one faculty do the work of teaching both the departments for the whites and negroes.

School buildings were selected as near together as possible, and the programme was so arranged, that at least one teacher would be in charge at each department all the time, though each teacher alternated between the schools.

The faculty was upon the whole as good as could be secured in the State, and represented nearly as many States as to nativity and education, as there were individuals composing it. There were some changes made after the announcement of the faculty was published, but the following were the instructors, the first in each case being the principal:

Marianna—Dr. C. P. Walker, W. L. Floyd, S. Philips.

Monticello—Dr. W. F. Yocum, J. S. Tomlin, Miss Clem Hampton.

Gainesville—J. M. Guilliams, I. I. Himes, Mrs. H. K. Ingram.

Ocala—Tom F. McBeath, H. E. Graham, J. H. Fulks.

Bartow—J. M. Stuart, D. L. Ellis, Arthur Williams.

Prior to the opening of these schools, the principals met at my office and with me prepared a course of study for use in them all.

All opened on July 9th, and ran until August 31st, and it is useless for me to add any testimony to attest the success of each of these schools, further than to give the statistics recorded below, and to give the resolutions adopted unanimously at the close of one of them and to state that similar resolutions of endorsement and approval were adopted by the teachers attending each school and forwarded to me, though lack of space forbids the publication of more than one set. These resolutions not only include in their endorsements the faculties in charge of each school without exception, but endorse the scheme of having the schools and ask for a legislative appropriation to insure their continuance yearly.

As reported by the principals, the following is the enrollment in each school, all being active or prospective teachers:

	Whites.	Negroes.
At Marianna	62	64
At Monticello	60	72
At Gainesville	120	140
At Ocala	136	120
At Bartow	127	32
	505	428

OCALA, FLA., September 1.

The Ocala Summer School closed Thursday, August 30, after a remarkably interesting and beneficial session of two months It has been a season of thought and study, very little time or attention having been given to society or other amusements. and all return to their homes with a satisfied sense of having accomplished all that could have been hoped for.

The instructors — Messrs. McBeath, Fulks and Graham — have labored patiently, earnestly and enthusiastically, and have not only endeared themselves to their teacher-pupils, but have inspired them with their own high and broad ideas of the teacher's work, and all feel better for having known them.

The school closed Thursday, with a brief session in the forenoon, at which the instructors each addressed the school and the following resolutions were unanimously adopted, in addition to resolutions of gratitude to the railroad companies and to the people of Ocala and all those who have shown favors or courtesies to the teachers. The resolutions of general interest were as follows:

We, teachers of the public schools of the State of Floaida, who are now assembled as pupils of the Ocala Peabody Summer School, having carefully considered the new school law as enacted by the Legislature of 1893, in all its bearings upon the welfare of our State, do most heartily endorse the same as being of incomparable value:

To the teacher, as it prevents unworthy and debasing competition, thereby encouraging elevation of our noble profession.

To the tax-payers, as it insures a return from the money invested each year in teachers' salaries.

To the patrons, the pupils, the State and the nation, present and through all future, as it stimulates a healthy, earnest effort on the part of teachers and citizens to uphold, encourage and support the highest class of public education—the foundation and safeguard of American liberty and prosperity.

And we urge upon all citizens and voters to uphold and defend this law, electing such officers and representatives as will support the law, and to assist our State Superintendent in every manner possible in the great work of educational advancement which he is doing.

And, further, realizing from our present experience that the Summer School sessions are highly beneficial and a good and far-reaching investment for tax-payers, insomuch as we are now better fitted to do a higher class of work, knowing that we will better prepare our pupils for noble, useful citizenship, we therefore respectfully pray that our next Legislature make a liberal appropriation for this Summer School work.

Also the following:

WHEREAS, We, the pupils of the Ocala Summer School, have had, while we have been together, instructors whom we believe have been faithful and conscientious in the discharge of every duty, and whom we know have been untiring in their efforts to aid us in our work; be it

Resolved, first, That we hereby express to them our sincerest thanks for their assistance, and hope that the realization of the help they have been, may in some measure, compensate them for the days of labor spent in our behalf.

Second, That we appreciate the work they have done, and the examples they have set for us as teachers by their patience, industry, earnestness and enthusiasm, and we sincerely hope that we may again be associated together as teachers and pupils.

Third, That we unanimously endorse Mr. Sheats in what he has done towards raising the standard of the teachers and the public schools of Florida.—*Times-Union*.

FINANCIAL STATEMENT OF SUMMER SCHOOLS.

The following itemized account is published here, as each county contributing to this fund is entitled to know what was done with its money.

Received from Peabody Fund for payment of teachers	$1,150 00
From contribution, by Alachua County	350 00
From contribution, by Bradford County	75 00
From contribution, by Brevard County	25 00
From contribution, by Calhoun County	50 00
From contribution, by Columbia County	20 60
From contribution, by DeSoto County	50 00
From contribution, by Duval County	25 00
From contribution, by Gadsden County	50 00
From contribution, by Jackson County	100 00
From contribution, by Jefferson County	250 00
From contribution, by Lake County	75 00
From contribution, by Leon County	100 00
From contribution, by Levy County School	50 00
From contribution, by Madison County	50 00
From contribution, by Marion County	300 00
From contribution, by Nassau County	50 00
From contribution, by Polk County	300 00
From contribution, by Putnam County	75 00
From contribution, by Sumter County	50 00
From consribution, by Walton County	25 00
From contribution, by Washington County	50 00
Total received	$ 3270 60

Paid:

For printing circular letter	$10 00
For printing course of study	13 50
For postage	1 50
Total incidental	$25 00

	For Salary.	*For Board.*	
To Dr. C. P. Walker	$200 00	$24 00	$224 00
To W. L. Floyd	150 00	30 00	180 00
To S. Philips	150 00	24 00	174 00
To Dr. W. F. Yocum	200 00	30 00	230 00
To J. S. Tomlin	150 00	30 00	180 00
To Miss Clem Hampton	150 00	30 00	180 00
To J. M. Guilliams	200 00	30 00	230 00
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To Mrs. H. K. Ingram	150 00	30 00	180 00
To T. F. McBeath	200 00	30 00	230 00
To H. E. Graham	150 00	30 00	180 00
To J. H. Fulks	150 00	30 00	180 00
To J. M. Stuart	200 00	47 00	247 00
To D. L. Ellis	150 00	45 00	195 00
To Arthur Williams	150 00	45 00	195 00
Totals	$2,500 00	$485 00	$3,010 00

Total received	$3,270 60
Total paid out	3,010 00
Balance to credit of the fund	$ 260 60

SUMMER SCHOOLS MUST BE PERPETUAL.

As long as the public school system is in existence, there will always be annual accessions of young, inexperienced and poorly qualified teachers, who must practice on the children.

It matters not how many Normal Schools are established, for many years this band of raw recruits will enter the ranks of the teachers, because they have not the time nor the means to make thorough preparation before forced to try to teach.

Would it not be wise policy on the part of the State to give to the "rusty" two months' polishing, and to the green the same amount of professional training, at the hands of the most successful of their profession before setting them to work over her children?

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There were held in all 24 separate Institutes, beginning June 20, and ending with the 23d of September. By the process of combining two counties at several points, 31 counties were reached, enabling me to bring not only the largest number of counties under the influence of institute work, but

also to hold the greatest number of institutes at the least average cost per institute, ever held in the State.

The following are the names of the places at which they were held: Green Cove Springs, St. Augustine, Arcadia, Braidentown, Bushnell, Macclenny, Mayo, Perry, Aucilla, Monticello, Dade City, Kissimmee, DeLand, Palatka (one for each race), Starke, Fernandina, Carrabelle, Quincy, Blountstown, Marianna, Westville, and Milton.

One object aimed at in locating these institutes was to reach as far as practicable the teachers of the out-lying counties, leaving the more progressive educational centers for after work.

The work sought to be accomplised in these institutes was designed especially to awaken interest on the part of teachers and people, and to create aspiration and inspiration and set the teachers at work both in studying their profession and in improving their knowledge of the texts they are required to teach.

They were largely attended at every point, except two or three, over 1,000 teachers attending the various institutes, besides many school officers and large numbers of patrons.

The lecturers employed to assist me in this work were as good as could be had in the State. They were J. M. Guilliams, of Jasper Normal Institute, and Tom F. McBeath, late of Cooper Normal College, Mississippi, both of whom have had much experience in such work.

Each of them was made a leader and put in charge of a separate institute each week, while my time was divided between the two in spending half of each week at each institute.

Each of them, with my assistance and such local help as could be pressed into service, succeeded in giving such satisfaction that every institute was pronounced a success, the almost universal verdict being that each was the largest and best ever held in that section.

Besides the above regular leaders, Professors L. W. Buchholz, B. C. Graham and T. J. McBeath were each employed to assist in one institute.

I attended all of them in person, except three, being prevented by sickness from reaching two and one time by failure of boats to connect, and lectured both teachers and people at every point, notifying them that the institute of a week's length was only the precursor of Summer Schools for two months that would follow the coming summer.

Report of the work done and of the disbursement of the

fund was made to the agent of the Peabody Fund, Dr. J. L. M. Curry, and, as far as I know, was fully approved.

INSTITUES AND SUMMER SCHOOLS BY COUNTIES.

Besides the institutes reported above, as held under State auspices during the year 1893, all the more progressive counties in educational matters held institutes of one or more days' duration; some every month; some at greater intervals, but for a longer time; others held but one county institute during the year, but local institutes in different sections of the county, monthly.

Several counties held teachers' Summer Schools under county control and at county expense, for one, two, and even three month. Those for one month are Lake and St. Johns. Alachua held for two months one for each race separately. Hillsborough held one for whites exclusively for three months, and one for two months in 1894.

Other counties doubtless should be included in the above list, but the facts were not furnished me.

PEABODY SUMMER SCHOOLS IN 1894.

Having created the necessity by the examination law for better preparation on the part of a great body of the teachers of the State, in order to be able to pass successfully that ordeal, and to keep the promise made at the institutes of the year before, I endeavored to assist the teachers to meet the necessity of this demand placed upon them, by establishing ten Summer Schools, five for both races, during the summer of 1894.

The object of these schools was not so much to help teachers through the examinations, as to unify the system of teaching, to create professional enthusiasm, and to give pedagogical improvement and strength.

As the amount allowed me from the Peabody Fund was wholly inadequate to meet the cost of anything like that number of schools, and as less than that number would not meet the demands of the situation, I issued a circular letter calling upon the School Boards of the various counties to make contributions from county funds as they felt able or favorable to the enterprise, to enable me to carry out my Summer School project. While a great many counties were slow to move in the matter, some not at all, a sufficient number, however, endorsed the scheme and promised such aid as gave me hope of succeeding by pressing it. Consequently

on June 6th, I issued a circular announcing that schools, one for each race, would open Monday, July 9th, at the following places: Marianna, Monticello, Gainesville, Ocala and Bartow. Four points were taken into account in selecting these locations: (1) Amount of contribution to the fund, (2) promised board rates, (3) proximity and character of school buildings offered for both races, (3) accessibility of the towns.

The State was sub-divided in five groups of nine counties each and the teachers were notified to which school and group their county was assigned, and were encouraged to attend.

In consequence of the limited amount of money expected, it was found necessary to make one faculty do the work of teaching both the departments for the whites and negroes.

School buildings were selected as near together as possible, and the programme was so arranged, that at least one teacher would be in charge at each department all the time, though each teacher alternated between the schools.

The faculty was upon the whole as good as could be secured in the State, and represented nearly as many States as to nativity and education, as there were individuals composing it. There were some changes made after the announcement of the faculty was published, but the following were the instructors, the first in each case being the principal:

Marianna—Dr. C. P. Walker, W. L. Floyd, S. Philips.

Monticello—Dr. W. F. Yocum, J. S. Tomlin, Miss Clem Hampton.

Gainesville—J. M. Guilliams, I. I. Himes, Mrs. H. K. Ingram.

Ocala—Tom F. McBeath, H. E. Graham, J. H. Fulks.

Bartow—J. M. Stuart, D. L. Ellis, Arthur Williams.

Prior to the opening of these schools, the principals met at my office and with me prepared a course of study for use in them all.

All opened on July 9th, and ran until August 31st, and it is useless for me to add any testimony to attest the success of each of these schools, further than to give the statistics recorded below, and to give the resolutions adopted unanimously at the close of one of them and to state that similar resolutions of endorsement and approval were adopted by the teachers attending each school and forwarded to me, though lack of space forbids the publication of more than one set. These resolutions not only include in their endorsements the faculties in charge of each school without exception, but endorse the scheme of having the schools and ask for a legislative appropriation to insure their continuance yearly.

As reported by the principals, the following is the enrollment in each school, all being active or prospective teachers:

	Whites.	Negroes.
At Marianna	62	64
At Monticello	60	72
At Gainesville	120	140
At Ocala	136	120
At Bartow	127	32
	505	428

OCALA, FLA., September 1.

The Ocala Summer School closed Thursday, August 30, after a remarkably interesting and beneficial session of two months It has been a season of thought and study, very little time or attention having been given to society or other amusements, and all return to their homes with a satisfied sense of having accomplished all that could have been hoped for.

The instructors — Messrs. McBeath, Fulks and Graham — have labored patiently, earnestly and enthusiastically, and have not only endeared themselves to their teacher-pupils, but have inspired them with their own high and broad ideas of the teacher's work, and all feel better for having known them.

The school closed Thursday, with a brief session in the forenoon, at which the instructors each addressed the school and the following resolutions were unanimously adopted, in addition to resolutions of gratitude to the railroad companies and to the people of Ocala and all those who have shown favors or courtesies to the teachers. The resolutions of general interest were as follows:

We, teachers of the public schools of the State of Floaida, who are now assembled as pupils of the Ocala Peabody Summer School, having carefully considered the new school law as enacted by the Legislature of 1893, in all its bearings upon the welfare of our State, do most heartily endorse the same as being of incomparable value:

To the teacher, as it prevents unworthy and debasing competition, thereby encouraging elevation of our noble profession.

To the tax-payers, as it insures a return from the money invested each year in teachers' salaries.

To the patrons, the pupils, the State and the nation, present and through all future, as it stimulates a healthy, earnest effort on the part of teachers and citizens to uphold, encourage and support the highest class of public education—the foundation and safeguard of American liberty and prosperity.

And we urge upon all citizens and voters to uphold and defend this law, electing such officers and representatives as will support the law, and to assist our State Superintendent in every manner possible in the great work of educational advancement which he is doing.

And, further, realizing from our present experience that the Summer School sessions are highly beneficial and a good and far-reaching investment for tax-payers, insomuch as we are now better fitted to do a higher class of work, knowing that we will better prepare our pupils for noble, useful citizenship, we therefore respectfully pray that our next Legislature make a liberal appropriation for this Summer School work.

Also the following:

WHEREAS, We, the pupils of the Ocala Summer School, have had, while we have been together, instructors whom we believe have been faithful and conscientious in the discharge of every duty, and whom we know have been untiring in their efforts to aid us in our work; be it

Resolved, first, That we hereby express to them our sincerest thanks for their assistance, and hope that the realization of the help they have been, may in some measure, compensate them for the days of labor spent in our behalf.

Second, That we appreciate the work they have done, and the examples they have set for us as teachers by their patience, industry, earnestness and enthusiasm, and we sincerely hope that we may again be associated together as teachers and pupils.

Third, That we unanimously endorse Mr. Sheats in what he has done towards raising the standard of the teachers and the public schools of Florida.—*Times-Union*.

FINANCIAL STATEMENT OF SUMMER SCHOOLS.

The following itemized account is published here, as each county contributing to this fund is entitled to know what was done with its money.

Received from Peabody Fund for payment of teachers	$1,150 00
From contribution, by Alachua County	350 00
From contribution, by Bradford County	75 00
From contribution, by Brevard County	25 00
From contribution, by Calhoun County	50 00
From contribution, by Columbia County	20 60
From contribution, by DeSoto County	50 00
From contribution, by Duval County	25 00
From contribution, by Gadsden County	50 00
From contribution, by Jackson County	100 00
From contribution, by Jefferson County	250 00
From contribution, by Lake County	75 00
From contribution, by Leon County	100 00
From contribution, by Levy County School	50 00
From contribution, by Madison County	50 00
From contribution, by Marion County	300 00
From contribution, by Nassau County	50 00
From contribution, by Polk County	300 00
From contribution, by Putnam County	75 00
From contribution, by Sumter County	50 00
From consribution, by Walton County	25 00
From contribution, by Washington County	50 00
Total received	$ 3270 60

Paid:

For printing circular letter	$10 00
For printing course of study	13 50
For postage	1 50
Total incidental	$25 00

	For Salary.	*For Board.*	
To Dr. C. P. Walker	$200 00	$24 00	$224 00
To W. L. Floyd	150 00	30 00	180 00
To S. Philips	150 00	24 00	174 00
To Dr. W. F. Yocum	200 00	30 00	230 00
To J. S. Tomlin	150 00	30 00	180 00
To Miss Clem Hampton	150 00	30 00	180 00
To J. M. Guilliams	200 00	30 00	230 00
To I. I. Himes	150 00	30 00	180 00
To Mrs. H. K. Ingram	150 00	30 00	180 00
To T. F. McBeath	200 00	30 00	230 00
To H. E. Graham	150 00	30 00	180 00
To J. H. Fulks	150 00	30 00	180 00
To J. M. Stuart	200 00	47 00	247 00
To D. L. Ellis	150 00	45 00	195 00
To Arthur Williams	150 00	45 00	195 00
Totals	$2,500 00	$485 00	$3,010 00

Total received	$3,270 60
Total paid out	3,010 00
Balance to credit of the fund	$ 260 60

SUMMER SCHOOLS MUST BE PERPETUAL.

As long as the public school system is in existence, there will always be annual accessions of young, inexperienced and poorly qualified teachers, who must practice on the children.

It matters not how many Normal Schools are established, for many years this band of raw recruits will enter the ranks of the teachers, because they have not the time nor the means to make thorough preparation before forced to try to teach.

Would it not be wise policy on the part of the State to give to the "rusty" two months' polishing, and to the green the same amount of professional training, at the hands of the most successful of their profession before setting them to work over her children?

The *value* to the children of the money spent in the better preparing of their teachers is more than *ten times as great* as the same amount spent directly in educating the children themselves.

Taking for granted that the desirability, or the necessity I will say, of the summer school is admitted, it is observed from the above showing that the voluntary contributions for this purpose by the counties is very unequal, unjust and disproportionate to the amount of benefit derived. Some counties paid nothing and still enjoyed equal privileges with the rest.

The schools must continue, and there is but one just and fair way to do it, and the Legislature is the only body that can command justice done in this matter, and that is, to appropriate from the State Treasury the necessary amount to conduct them. If it be found inexpedient to take it from the general fund, then, if it be constitutional, set aside for this purpose $3,000 annually of the Interest Fund, or of the One Mill Tax, which already belongs to all the schools alike.

LEGISLATIVE APPROPRIATION NECESSARY TO SECURE PEABODY FUND.

Last February I went to Washington City to see Dr. J. L. M. Curry, Agent of the Peabody Fund, relative to getting the appropriation that was secured as a nucleus for starting the summer school movement of this year. In granting the amount, he explicitly informed me that the *State would not receive another dollar for the prosecution of this work, unless the next Legislature shall supplement the amount contributed from the Peabody Fund by a liberal appropriation for the same purpose.*

The teachers of the State recognized the value of these summer schools in the passage unanimously of the resolution below at their last State Teachers' Association, held in Orlando, where about 700 of the leading teachers of the State were assembled in conference:

"*Resolved*, That we recommend that the Legislature at its next meeting appropriate sufficient funds to conduct District Normals, grouping five counties together, for a period of not less than two months, commencing June 1, 1895; and that the State Superintendent select teachers for these schools, and that all teachers be requested to attend."

Now, if the Legislature will supply the money, I promise to find the teachers and to run the 9 schools, or as many less than 9 as the fund furnished will sustain.

SCHOLARSHIPS IN THE PEABODY NORMAL.

The value of a scholarship in the Peabody Normal is $100 *in actual cash* for each of the two years while the scholarship lasts, free tuition in that most excellent school, and the traveling expenses of the student receiving it, paid from his home to the school and back at the close of the term. There are 8 at present awarded to Florida. They are decided by *competitive examination*, and open to any white yonng man or woman in the State between 17 and 30 years of age, who is of good moral character, neither drinks nor uses tobacco in any form, and who promises to teach at least two years after his term at school.

As stated before my predecessor filled these eight scholarships by appointment in the fall of 1892.

There were two vacancies in the summer of 1893. Ample notice, through the press, was given of a competitive examination to be held in Jacksonville in July, where I met, by agent, a number of applicants and conducted the examination.

As the result of the examination, Miss *Sarah* D. Griffin, of *Marion* county, and Chas. B. Peeler, of Alachua, were awarded the scholarships. Later another vacancy occurred, and Miss Minnie Payne, of Marion, already in attendance at the school, was appointed to the vacancy.

In the summer of 1894 there were five vacancies. Ample notice was given of the examination to be held at Lake City, July 20th, where I met the applicants and conducted the examination. The scholarships were awarded as follows:

Henry E. Bennett, of Lake; Jno. G. Kellum, of Bradford; Willis W. Hall, of Clay; J. H. Palmer, of Alachua, and Miss Wisloca Sweat, of Bradford County.

Competitive examinations for two or more of these scholarships may be expected every summer. Persons desiring to contest for them may get all the particulars by corresponding with me.

THE STATE TEACHERS' ASSOCIATION.

A very potent factor in elevating and maintaining the *esprit de corps* of the teachers of the State that is deserving of mention is the State Teachers' Association.

At the session held in Jacksonville in 1892, the next meeting by vote was carried to DeFuniak Springs, and the time fixed in April, so as not to interfere with the regular work of the schools—the great majority closing out before that date.

The Executive Committtee of the Association, however, changed the time of meeting so as to fall within the session of

the Florida Chautauqua, and embrace the latter week of their exercises in March, 1893.

While it was a very enjoyable and profitable session of the Association, with Col. Francis W. Parker, his noble wife, and Dr. Emerson E. White in attendance, and alternating their lectures with others; still the attendance of teachers was something less than 300, nothing like as large as it had been for the past several sessions.

The decline in attendance was owing possibly to three causes: (1) the railroad rates were not so favorable over all the lines as they had been; (2) the time—being late in the spring, after most of the schools had closed and teachers had engaged in other work until the opening of another term; (3) the place, having proven to be too near one corner of the State to secure the largest attendance.

The next meeting was carried by vote to Gainesville, and the time set for the first week in January, 1895, in order that Association week might be a continuation of the holidays and necessitate but one break in the school term.

Jno. P. Patterson, of Pensacola, was elected president, and Mrs. M. L. Veenfliet, of DeLand, vice president, for the ensuing year.

The Associotion met in Gainesville at the time fixed and was presided over by Mrs. Veenfliet, for the first time by a woman in its history, owing to the departure during the year of Mr. Patterson from the State.

This was decidedly the largest meeting in the attendance of actual teachers since the organization of the Association, the number in attendance being generally estimated at about 1000. I made some effort to ascertain the exact attendance, but secured it only approximately.

The programme was an attractive one, the various subjects being assigned to a select number of the ablest teachers of the State, their essays and addresses alternating with several lectures by Dr. Emerson E. White. The interest manifest in all the exercises was above the usual.

It is a pity that some provision was not made to print and preserve all the speeches and essays. A complete file of these proceedings from year to year would be worth many times their cost, as indicating the trend of educational thought and furnish valuable information to the public and data to the law-making powers of the State; and, not least, advertise the degree of talent existent in the State.

The Legislature would immortalize itself with that body by making a small appropriation to print and preserve the records of these annual meetings. The fact that everything

would be printed, would intensify the effort of every one placed upon the programme to produce something worthy of preservation, and tend to make these meetings still more valuable.

Professor B. C. Graham, of Tampa, and Miss Clem Hampton, of Gainesville, were elected president and vice president respectively; and Orlando was selected as the next place of meeting, and the time fixed for the first week in January, 1895.

NATIONAL EDUCATIONAL ASSOCIATION, ETC.

Feeling the necessity of the head of the Department of Education in the State keeping himself abreast of the educational movement in the United States, and posted as to the spirit of progress in the leading centers in educational advancement; and, at the same time, feeling that it is almost impossible for one fresh from his own school-room, or just out of the routine work of the County Superintendency and from necessity limited in range of vision and opportunity to keep himself sufficiently informed to be the director and leader of a State's educational system, I have embraced every opportunity presented both to inform myself by reading, and with the same object in view have attended several noted educational gatherings during the past two years.

In July, 1893, I was present at the meeting of the Southern Educational Association, held in Louisville. I afterwards attended lectures for over a week at the Cook County (Ill.) Summer Normal, and participated in all the sessions of the World's Educational Congress held in Chicago in July, during the World's Fair.

In February, 1894, I attended at Richmond the session of the Superintendents' Department of the National Educational Association.

Then, in July, I participated in the Georgia State Teachers' Association, held on Cumberland Island. I also went to the National Educational Association held at Asbury Park, N. J. I feel that the benefit derived from these meetings has been invaluable to me in my work.

Providence permitting, I expect to attend the session of the Superintendents' Department to be held in Cleveland in February, and try to bring the next meeting of that body to Florida, that our teachers may be permitted to catch inspiration from the discussions of such distinguished educational leaders.

SCHOOL CENSUS BY COUNTY SUPERINTENDENTS.

The recast of the school laws passed by the Legislature of 1889, provided that the supervisor of each school should take the census of the school population of his district, and report the same to the County Superintendent, whose duty it was made to tabulate the many reports and make return to the State Department. This appears to be a simple and expeditious way to do this work; but the census taken under this law in 1892, proved to be even more unsatisfactory than those taken by County Tax Assessors under the old system, when these officers, burdened with other duties, too often made a transcript of all the names found on all the old school registers that could be collected, and sent it in as the census of the school population of a county. The result was that the actual enrollment in the schools for the year was sometimes greater than the reported school population.

The census of 1892 was especially unreliable in the *black counties*, because work that necessarily requires a great deal of care, was entrusted to a great many irresponsible and ignorant persons. Besides its want of reliability, there was much annoyance to the County Superintendent, from the fact that the returns made him were often very imperfect and often difficult to decipher. Another difficulty arising from this system, most of the counties were not laid off into school districts, as they should have been, with boundaries established and well known; hence many Supervisors not knowing the extent of their jurisdiction, hoping to do their work perfectly and to get 2 or 3 cents per capita, listed every youth in reach of them; adjacent Supervisors did the same thing. The result was that many youth were counted twice, some not at all, and the whole system proved to be a great annoyance, unreliable and a bungle from start to finish.

If district bounds were well established, and the 2,500 Supervisors entrusted with this important work were all trustworthy, intelligent and painstaking, it no doubt would be the simplest and quickest way to obtain the census of school population. It is earnestly recommended that the Legislature amend sections 260 and 261 of the Revised Statutes and make it the duty of the County Superintendent to take this census. The law provides that it must be taken again in 1896, and it is highly important that the first Legislature shall give this matter attention, that the annoyances and unreliable returns of 1892 may not be repeated.

My predecessor, immediately after the completion of that census, in his report recognized that the plan was a failure, and

recommended that the law "be so amended as to relieve the Supervisors from the duty, and to place the entire work and responsibility upon the County Superintendent, and that the pay, which is now 3 cents per capita, be increased to 4 cents." Nearly every Superintendent from Mr. Beecher to myself has recommended that this work be done by the County Superintendent.

I recommend that it be done by him, and that he be paid what the Tax Assessor received for this work for many years, namely, 5 cents per capita, that he may be induced to make a thorough canvass and list all the children, even those in the sparsely settled districts where it does not pay to go for 3 cents a head. Let it be required that this work shall be done carefully, thoroughly and well; also require that affidavit be made by the Superintendent that it has been so done, and the work accepted at the State Department before pay is allowed for the service.

SCHOOL SUB-DISTRICT LAWS.

It was the design of Sections 10 and 11 of Article XII. of the Constitution of 1885, to give to the qualified electors who are tax-payers of any school community, election district, or other sub-division less than the county, local option in school matters, and to guarantee to them the right to vote themselves into a special school district with the privilege of levying a tax upon the property of the district *not to exceed three mills* for school purposes. It is sufficiently true to say that all efforts heretofore made at enacting statutes to make these provisions of the Constitution operative, have been so nearly failures, that all attempts to execute the laws have been attended with uncertainty or annoyance. The Statutes in every case have either failed to be in strict conformity to the Constitution, or were so indefinite and defective in specifying details, that, where there was not universal consent to their enforcement, they have thus far proven to be more of an annoyance than a blessing.

One chief difficulty arising out of the law comes from the fact that the bills providing for the "Levy of Taxes," or Acts for the "Assessment and Collection of Revenue," have totally ignored mention, even, of this district tax and have not made it the duty of Assessors to assess, nor of Collectors to collect the tax, nor legalized the sale of property for the enforcement of the collection.

The consequence of this silence on the part of those bills that prescribe the duties and rule of action of those officers is, that they have followed their own inclinations in the matter

largely as they favored or opposed the levy, and have been brought into antagonism with district and county school officers.

This question is entirely too important and too many good people are interested in its outcome to be frozen out in this manner. Too many good schools and handsome school buildings have been built up in East and South Florida, even under the confused workings of this law, for the subject to be longer ignored utterly in its financial part.

Graded city schools, like the one at Ocala and at many other prominent points, are dependent upon the operations of this law.

The existence and support in future of proper city schools, or county High schools, for a term of eight months, may be dependent upon the adoption of a law rendering operative the Constitutional rights guaranteed in the Sections referred to, as country members of School Boards, as a rule, are opposing the towns having one hour longer school term than the average country school.

The law pertaining to the assessment and collection of revenue must be so framed that it will be plainly the duty of every officer connected with the department, which deals with the assessment and collection of revenue, from the Comptroller to the Assistant Assessor, to see that the will of the people in these districts is fully respected in their desire to levy and collect a tax upon themselves for local school advancement. Instructions and blanks must be sent out, so that officers will understand their duties in regard to this tax and the disposition to be made of the fund raised by it.

If the matter cannot be regulated and worked through the Assessors and the Collectors, the regular taxing officers, it is hoped that the Legislature may create district officers and empower them to make a transcript, from the Assessors' books, of the property included in the school district desiring to tax itself, and to enforce the collection of a sub-district school tax like a municipality.

Those living in sections of the State where it is not desired to levy a school tax upon districts need not interpose objection to the perfection of a law that will permit it done in localities where it is desired.

All statutes bearing upon school sub-districts should be repealed. They are Sections 244 and 245 of the Revised Statutes and Chapters 4194 and 4197, Session Laws of 1893; and an entirely new bill, simple and explicit, should be prepared and passed. All of the existing statutes are in too great a muddle to attempt to amend.

DUTIES OF TRUSTEES DEFINED.

The trustees created by the present sub-district laws and their relations to Supervisors and County School Boards need to be clearly defined. As the law stands, it is not known whether it was the design that schools in sub-districts shall have both a Supervisor and Trustees, or only the latter. The duties prescribed for each are nearly the same; still the duties described for either do not include all those designated for the other.

Again, the relation of these trustees to the County Board of Public Instruction should be explicitly defined, so that each would clearly understand its duties and prerogatives.

Definite law and a plain prescription of duties and privileges prevent friction and discord, especially in school matters. As the law stands, the privileges or powers of trustees in the matter of selecting teachers, paying salaries, and their relation to the County Superintendent and the County Board of Public Instruction are wholly undefined. It only says that trustees must give bond and report to them, but as to how far the action of trustees shall be prescribed or controlled by the Boards, the matter is left entirely unsettled.

Again, there is no mode prescribed for filling vacancies in the Board of Trustees, nor for removals; the law fails to state who shall remove, or for what cause.

It is my judgment that all county school officers should be subject to the County Board of Public Instruction--to removal by them for cause, and to appointment by them in case of vacancy. The details of this needed legislation need not be further outlined here.

ONE HIGH SCHOOL FOR EVERY COUNTY.

The system of primary and grammar schools have reached a system of perfection that no one reared in the State, but can, if he will only avail himself of the advantages afforded, obtain before he reaches maturity a good education of grammar school grade.

The Seminaries, Normal schools and State Agricultural College, aided by the various denominational institutions, provide admirably for the collegiate education of all priviledged or disposed to seek that grade.

In my judgment, there is missing the middle link in the educational system of the State, and that every county is able and now ready to supply that link, if encouraged to do so, and the backbone of the men charged with the duty can be so strengthened that they will turn a deaf ear to the voice of

demagogy. One good secondary school for every county for whites, and one for blacks in populous negro counties, is now necessary to complete the system and strengthen both the common public school and the higher institutions.

At first each of these schools need not be strictly a High School, but a graded and high school, that is, a regular graded school with a high school department.

I believe it would be a wise step on the part of the Legislature to amend Section 242, paragraph fifth, of the Revised Statutes, and make it mandatory, instead of conditional, upon each County Board of Public Instruction to establish and maintain for eight months in every year either a county high school, or a graded and high school.

This school should be located at the county seat, or at the most important center in the county. There is so much jealousy between country and town, which largely controls the country or town representative on the County Boards, that I do not believe that many counties will ever have such a school, unless it is made mandatory to establish one, and the very counties needing them worst are the ones least likely to get them.

Now, no one is farther from advocating the concentration of all school effort or school funds in the towns than I am, nor do I believe that any one would cry out more vigorously or promptly against any abuse of that kind.

There is no necessity, as some suppose, for making any very great discrimination in the per capita appropriation to sustain such a school, because a large number of children can be given equal school privileges at a less cost per capita than the same number at many points. So such a school, being located at the most populous center of a county, this principle would help to reduce the apparent discrimination in cost per pupil. It is a fact in almost every county that the smallest country schools receive the largest per capita appropriation on the basis of average attendance.

It is admitted that a high school carries a local advantage to the community receiving it, at the same time it is a great advantage to every part of a county, in that every advanced pupil in the country is privileged to get a high school education, or to prepare for college, at the very lowest cost and spend all his money at home. Such a school would improve the educational tone of a county and not only enable them to obtain one, but cause many to seek a higher degree of education as fitness both for teaching and for business, who would not do so if compelled to seek an education outside their own county. Many of the best public school teachers now in the counties

having such a school, receive their instruction at the county graded or high school. I know that there is a spirit of selfishness in nearly every county, which opposes one high school, because the county fund will not justify a high grade teacher and an eight months term for every small school in the county. But if allowed to prevail, the same selfish spirit of dog in the manger would immediately close the doors of every college, normal school and university supported by State fund in the land, because no State would be able to sustain one such school at every town or in every county.

So far from the accusation being true, that the taxes of the countrymen are taken to build up fine schools for long terms in the towns, there is not a large town in the State, where school finances are properly managed, that gets back as much money through its schools as its citizens pay school tax. Where does the excess go?

Under the present system of examination, it will be almost impossible to keep a supply of competent teachers in some of the counties, unless steps are taken to educate in the counties those being reared in and are likely to remain in the county.

I am so thoroughly supported on this point by my predecessor, that I take the liberty to quote freely from his last three annual reports:

COUNTY HIGH SCHOOLS.

"Several counties have organized and are operating one or more of these schools, which are county schools open to any pupil from any part of the county who can grade up to the lowest grade or class in the high school. The course of study in these high schools is designed to fit the youth attending upon them for an ordinary business life, or to prepare them to enter the colleges of this or other States. Wherever they have been organized and properly conducted they have given a new impetus to school work and interest, and are doing great good for the counties in which they have been established. * * *

"We claim that an *equity prevails* in this idea of county high schools, for while the principle that underlies the public school system is that the State should fit her citizenship for the duties and responsibilities she imposes upon them, and that in doing this she *compels the rich to pay largely for the poor*, and the prosperous for the adversely situated, it is but right and just that *the large taxpayer should have* the *opportunity of completing his children's education at least as far as the high school course, without being compelled to extra expense of paying for it elsewhere*, and is provided for in *these county high schools.* * * *

These county high schools are to be located at the county sites, or other center, making them more available to the youth of the whole county, and are to be open without charge to all the youth of the county who grade properly from the local common school, and are prepared to begin with the lowest class in the high school. Thus is afforded an opportunity to every parent, whether poor or rich, if they intend to furnish their children an education up to and through

the high school course, at home; in their own county, under their own observation, without the expense attending the necessity to send them out of the State, or to a private institution. Excellent results have been obtained from these wherever located. The counties in which these schools are located have been supplied with some of their best teachers from these schools. Some of the best and most successful business and professional young men of the State are those who have graduated from them. * * . *

DEMAGOGY.

"Some persons, evidently desirous of creating sensation by appealing to prejudice, are frequently referring to the supposed immense amount of money expended for the cities and towns to the detriment of the country, when, in fact, while there are operated 2,368 puplic schools in the State, there are not more than 17 high schools and 90 graded schools in all the cities and large towns, in all 107 schools in the cities, leaving 2,261 schools in the rural districts of the State. * * *

"The *statement cannot be sustained* as truth that the *schools of cities* are largely *provided for at the expense or detriment of the country schools.*"

If after this discussion, the Legislature is disposed to make one high school for each county mandatory as speedily as possible, I am willing to bear the responsibility for the recommendation.

GRADED SCHOOLS AND COURSE OF STUDY.

It is made the duty of County Boards of Public Instruction, paragraph *Tenth*, Section 242 of the Revised Statutes, or Section 28 of the Compilation of School Laws of 1893, "to prescribe in consultation with prominent teachers, a Course of Study for the schools, and to grade them properly." The State Board of Education by Regulation 11, adopted December 7, 1893, especially called the attention of County Boards to this important duty, and recommended that the Course of Study, together with the Rules and Regulations adopted by each County Board for the government of its own schools, be published in pamphlet form.

The object of County Rules and Regulations is to have each County Board to lay down some definite and uniform plan in their mode of procedure for deciding of all similar questions, so that their acts at different times and with different individuals may not be at variance with each other.

The genius of our system is to permit as much liberty as is consonant with general good, hence County Boards were encouraged by the State Board to prescribe such rules of action as are best adapted to the peculiar environment of each section, and it is declared by Regulation 2 of the State Board that the Regulations adopted by a County Board shall have

the full force and effect of law, when not at variance with the Statutes, and the Regulations of the State Board.

Several counties have complied with these recommendations, and some have adopted an excellent Course of Study and sensible rules for their guidance and government; others, while doing their best, have not been quite so successful. As the result of this movement, however, more attention is being paid to the Course of Study, and schools are being constantly better classified everywhere. While this is true, there are as yet but few really graded schools and these are confined to the larger towns.

One chief difficulty in the matter is, Boards find it difficult on account of the objections of parents to get teachers to enforce the Course of Study, and on the other hand, some Boards seem to fail to properly sustain teachers disposed to insist on a regular Course of Study and definite rules for the conduct of their schools.

From an inspection of these printed Regulations and Courses of Study, the fact is developed that all county school officers are hardly equal to the task of prescribing a well ordered Course of Study; also that there is a difference of two years in the time allowed for the completion of the same or similar work. It is also known that the peculiar fancies and hobbies of certain officers are sought to be engrafted upon the system of some counties. These are often not particularly objectionable in themselves, but not in harmony with our system, and are destined to perish with the retirement of such officers. Some even, in opposition to the statute upon the subject, go so far as to assert the right to determine upon what branches teachers shall be examined before they can obtain schools in their counties. I think it would be a questionable surrender of authority to allow every County Superintendent to follow his own inclination in this matter, even admitting that the individual plan of some be successful. In the matter of examination of teachers, it certainly can not be proper protection of the rights of teachers to permit any Superintendent to insist upon proficiency by his teachers in branches not required in the statutory provisions, while it might be ever so desirable that teachers be thoroughly posted on such subjects. Such license granted would put it in the power of any Superintendent to either drive out of his county, or out of his profession, any teacher that was unable or failed to adopt his particular fancies, that necessitated requirements beyond statutory demands. The same is true in regard to the Course of Study prescribed for the pupils of their schools.

So in order that our system may be uniform and sufficiently progressive, and that every locality may be protected against the *fads of cranks*, it might be a wise step if the State Board of Education were authorized to call into conference with them a limited number of prominent teachers and County Superintendents and prescribe a Course of Study, reasonably flexible, for the common schools of the State; and empowered to enforce with discretion the course prescribed.

Besides shielding localities against the fancies of *fadists*, the Course of Study adopted would be suggestive to both officers and teachers not well posted as to proper sequence of studies, the time that should be devoted to each branch, and what branches should be studied, and lay the foundation of a successful and uniform graduation of all the schools.

ARBOR DAY.

Your Excellency in the year 1893 failed to issue any proclamation for Arbor Day; this should have been done a few days after you came into office. I suppose, finding no statutory provision for it and in the confusion naturally incident to taking up the duties of a new office, that you, like myself, overlooked the matter.

The State Board of Education, however, on December 7 of that year adopted the following Regulation, which establishes the custom and fixes the day:

"REG. 14. The State Board of Education names the first Friday of February as Arbor Day, which shall *not* be observed as a holiday, but shall be devoted to the planting of trees on school grounds or other appropriate public places, together with suitable exercises, lessons or lectures designed to interest and instruct the children in the care and cultivation of trees.

"It is recommended to County Boards to allow no teacher compensation for the day, unless a prescribed number of trees has been properly planted and securely protected against injury."

Arbor Day therefore was observed on February 2, 1894.

Knowing that much of the results of the labors and exercises of this day had heretofore ended with the parade of the day, I endeavored to follow up your proclamation with a very practical circular letter, urging the observance of the day on the part of all the schools then in operation, and to do in a substantial manner whatever work was attempted, so that it might not so soon come to naught and there be nothing left of the many trees set mid pomp and parade, but the remembrance that they were set. School officers and teachers were urged to get the best results possible out of the day's exercises and not to treat the day as a *holiday*, but require every pupil to attend as usual and to take part, and that the day be

spent in *planting and protecting* trees, or in caring for those already growing upon the grounds. And in order that a great amount of worthless shrubbery might not be planted on unprotected school grounds and never amount to aught, except to help out the count of what was done on Arbor-Day, a minimum amount of work was prescribed, and the suggestion was made that no teacher should be allowed compensation for the day, "unless at least four shade trees, well adapted to growth in each particular locality, carefully uprooted, pruned and topped, two or more inches in diameter, selected for symmetry and beauty, were carefully transplanted and securely protected by strong frame-work against injury by thoughtless school children or depredating animals."

Attention was called to the lost results of many previous Arbor Days, and reasons were assigned why it was so, and all were counseled not to let the work of this day end the same way.

That the lessons sought to be inculcated by the observance of Arbor Day might not be lost to those children attending schools, where the lot is not owned by the School Board, the teachers were counseled to plant trees upon some other convenient public ground.

County Superintendents were required to give instructions for suitable observance of the day, to furnish blanks and to require reports made to them by each principal, so that they could tabulate and report to me according to blanks furnished them, the work of each race being footed separately, and answer correctly the following questions:

1. The number of schools that observed the day.
2. The number of pupils present and participating.
3. The number of school officers present and participating.
4. The number of patrons and friends present and participating.
5. The number of healthy trees growing on school lots planted on previous Arbor Days.
6. The number of trees of regulation size planted and protected as directed this year on school lots.
7. The number of trees planted on other public grounds.

They were requested not to report, as it "would mislead as to the benefits actually derived from the observance of the day, *switches*, *flowers*, and *shrubbery*, or even *trees of prescribed size*, if not carefully set, and if left unprotected.

I was extremely cautions in trying to guard against throwing away the opportunities of inculcating a practical lesson for life by a proper observance of the day, and that the money paid teachers for this day might not be squandered; as well

as exceedingly anxious to ascertain the real results of all previous Arbor Days since 1886—that is, to test whether or not the whistle is worth the money.

The schools in many counties were nearly all closed out and various excuses were rendered for non-observance and for the meagerness of reports. The following are the totals of reports made to me:

Number of counties in which schools observed the day... 32

	WHITE.	NEGRO.	TOTALS.
Number of schools participating	508	235	743
Number of pupils participating	14,461	10,611	25,072
Number of school officers participating	321	161	482
Number of patrons and friends participating	2,096	1,559	3,655
Number of planted trees grow-on lots as results of previous Arbor Days	1,953	608	2,561
Number of prescribed size, set and protected as directed this year	3,743	2,145	5,888
Number set on other public grounds	142	16	158

Your Excellency is now capable of drawing your own conclusions as to the work of this day and as to the value of Arbor Days in general in this State.

As County Superintendents were required to make reports, it is due those doing so, that the work of each may represent itself, a table is recorded among the other tabulated statements showing exactly what was done and what counties observed the day.

It is due them to state that the East Florida Seminary, both the Normal Schools, and the St. Joseph's Academy, of St. Augustine, the first and last inclosing tasty programmes of appropriate literary exercises held.

In addition, each of them reported the following number of trees planted:

St. Joseph's Academy, 68; East Florida Seminary, 12, with 30 growing on the grounds as the result of previous Arbor Day work; State Normal College for whites, 12; State Normal for Colored Students, 16.

STATE SCHOOL FUND.

As the Constitution was amended last fall, the *State School Fund* arises from the following sources, the principal is invio-

late, the interest alone being available for school purposes: (1) All the funds arising from the sale of public school lands. (2) Appropriations by the State. (3) The proceeds of escheated property. (4) 25 *per cent. of the sales of public lands which are now or may hereafter be owned by the State.*

There is no appreciable increase to this fund from any source except the first.

By reference to table A, on pages 62 and 63, it will be seen that this fund has grown slowly but steadily.

The total investment at this time is $617,100, with upwards of $30,000 on hand waiting investment. The investment consists of notes and bonds of several States, drawing from 4 to 7 per cent. interest. The items of the investment are not given here, as they may be found in the report of the State Treasurer.

The interest on this fund for the years 1893 and 1894 amounted to $35,755.59 and $35,621.32, respectively, allowing an apportionment of 24½ cents to each pupil of school age. See the amount apportioned to each county in the tables of this report.

There have been many thousand dollars bringing in no revenue for the past two years, for the want of an opportunity for judicious investment.

As the rate of interest on United States bonds and the bonds of the States is now so low, and these bonds as a rule are so high, I think it advisable that Section 267 of the Revised Statutes be amended so as not to restrict the State Board of Education to invest in the above bonds, but to allow some discretion in the matter, as a better rate of interest may be secured in perfectly safe bonds within our State, and the necessity of any considerable portion of these funds lying idle may be averted in future.

There seems to be no increase to this fund from the fourth source specified in the Constitutional provision, namely: "25 *per cent. of the sales of public lands.*" It is a matter that the friends of the public schools in the Legislature might investigate with good results.

FINES FOR PENAL OFFENSES.

By amendment to Article XVI of the Constitution, adopted at the last October election, the school fund was robbed of the fines. The amount is too insignificant, having ranged in the past three years in the whole State from $6,063.53 to $9,906.60, and caused so much annoyance to get it (school officers not

being clothed with authority to look after its collection, and it seemed that no one else cared whether it reached the school treasury or not) I, for one, am not unwilling to let others take charge of it, if they can make more out of it, and lessen the burdens of government in other directions.

POLL-TAXES.

At least twice the amount deducted by the loss of the fines may be added to the school fund by the laws being so framed as to enforce the collection and a proper return of the poll-taxes. Those charged with the framing of the "Act for the Assessment and Collection of Revenue" are privileged to more than reimburse the school fund for the loss of the fines, and should cheerfully make that much compensation to the fund for the robbery of it.

First, make it collectable; *second*, make it the duty of commissioners to look closely after its assessment and collection; *third*, amend Section 35 of Chapter 4115, Session Laws of 1893, so as to make it the duty of Clerk of Circuit Court, when he publishes his statement showing the amount of taxes charged to the Collector to publish along with the other items the number of *polls assessed separately*, and not combined with the county levy for schools. And when he publishes the monthly amount of collections of each fund, that the number of polls collected be also published separately; *fourth*, allow no one to vote who does not pay his poll-tax.

I have made most strenuous efforts from this department to get a correct report of the *number of polls assessed and collected.* I only learn enough to surmise that either there is embezzlement of school funds, or there is great fraud practiced in the matter of voting. In some quarters the vote counted as cast is not only much larger than the number of polls reported to me as collected, but much larger than the number assessed. For the truth of this statement, I refer you to the table in this report showing the reported number of polls assessed and collected in each county and ask comparison with the county vote when you and I were elected. As I understand it, it is my duty to see that the schools are not defrauded of their legitimate fund, and so I direct your attention and, through your Excellency, the attention of the Legislature to this matter.

ONE MILL TAX.

Another matter of finance to which I especially desire to direct your Excellency's attention is the great disparity shown in one of the tables between the percentage of assessment

and collection of the one mill tax, and the percentage of assessment and collection of the county school tax.

Some of the reports from which I get part of my data may be unreliable, but they are the sources from which I am required by law to demand this information, and I have counseled and done everything within my power to induce County Superintendents to give me correct reports.

The data in regard to the assessment and collection of the one mill tax comes from the Comptroller's office, that in regard to the assessment and collection of the county school levy comes through the County Superintendents of Public Instruction, and I am unable to understand how it is, that the percentage of collections between these two amounts vary so much in some counties.

I have been always under the impression that when one paid his State tax, that he was forced to pay his county tax at the same time.

I may have found a mare's nest, and it may all be due to my ignorance; at any rate, your Excellency's attention is called to this matter.

APPORTIONMENT OF ONE MILL TAX.

The amount of one mill tax apportioned March 3, for the the year 1893, was $93,668.90, being 65 cents for each child of school age.

The amount reported for apportionment May 7, 1894, was $102,407.18. The amount apportioned was $100,874.20, being 70 cents for each youth of school age. There was left for the incidental expenses of the Department of Public Instruction, $1,532.98.

For the amount received by each county, on basis of school census of 1892, see the tables for each year.

BASIS OF APPORTIONMENT CHANGED.

By the adoption of *House Joint Resolution* No. 3, and subsequent ratification by the people in the election of last October, Section 7 of Article XII of the Constitution was amended to read as follows:

"Provision shall be made by law for the apportionment and distribution of the interest on the State School Fund and all other means provided, including the special tax, for the support and maintenance of public free schools, among the several counties of the State in proportion to the average attendance upon schools in the said counties respectively."

It is therefore made my duty hereafter to apportion Interest Fund and One Mill tax on the basis of average attendance upon the schools of the year previous.

It is therefore highly important and the just right of every county and of every school child as well, that the data furnished for the basis of this apportionment should be as nearly absolutely correct as it is possible to get it. And as the complaint has been made from this department by every head of it, with barely a possible exception, of the careless and almost criminal manner in which many County Superintendents' reports filed in this office have been made out, I, therefore, through your Excellency, recommend to the Legislature the passage of stringent measures, which shall require these officers to use all diligence to procure correct reports from teachers, and correctly tabulate the same in their own reports made to this office, and that they be required to make affidavit to the correctness of their reports filed.

I further recommend that a sufficient penalty be attached for willfully falsifying a report, and if it be deemed necessary to secure fairness and care, that teachers be required to make affidavit to the correctness of their Final Term reports made to Superintendents, and to make the same in duplicate and file one copy with the State Superintendent.

This rigidity in recommendation arises from the fact that it has already been suggested, that it is an easy matter to increase a county's average attendance upon schools and insure an unjust proportion of the large amount of the Interest and One Mill funds. This circumstance of teachers having to make affidavit, where the apportionment of money is based upon it, is not without precedent in other States.

ELECTION OF COUNTY BOARDS OF PUBLIC INSTRUCTION.

The Legislature of 1893, in the enactment of Chapter 4193, Laws of Florida, made the members of County Boards of Public Instruction elective by popular vote. The act provided for the division of each county into three School Board districts, so as to place the same number of voters, as nearly as practicable, in each district; and each election district wholly within one of said School Board districts. It also provided that the members of the County Board of Public Instruction shall be elected, one from each School Board district, by the qualified electors of such district, fixing the term of office at two years. The first election under this law occurred in October, 1894.

Forty counties of the State complied with every provision of the Act, and their School Board members-elect have been commissioned and will enter upon the discharge of their duties the first Tuesday after the first Monday in January. Of the other five counties, Duval failed to sub-divide into School

Board districts and held no election for these officers; the four counties of Brevard, Dade, Lafayette, and Orange were sub-divided into districts, but violated Section 3 of the Act, in electing each member by the voters of the county at large, instead of by the qualified electors of each School Board district.

A legal point arising here which I was unable to decide, on November 26, before commissioning the members-elect of any of the counties, I addressed a communication to the Attorney-General, asking an early answer, for legal advice what to do in these counties. Receiving no reply, I requested the old members to continue to serve until I was advised in the matter. The question has not yet been decided, and the old Boards are still holding over.

As to the advisability of electing School Boards in this manner, the law has not yet been sufficiently tested to speak of its results. Nearly half of the old members were re-elected.

Primarily, I favor the election of every officer by the vote of the people, and do not now consider these school officers any more in politics than they were when recommended by a coterie of the most active politicians. Mistakes were doubtless made under the appointive system, and it would be futile to hope that they will not be made under the elective system. The people will correct the mistakes they make as readily as the politicians would their's. I believe that the people may be trusted. One beneficial result that must follow the elective system, the public generally will take a more lively interest in the doings of the officers which they create, and will become better educated in the powers, duties, and responsibilities of these officers, which must result in good to the school system. The time may come when it will be found necessary to ask that some restrictions be placed upon eligibility to this office, as well as to that of County Superintendent, for the good of the school system. But I now believe that the people are becoming so interested and informed as to the duties of these officers, that they will retire, the first opportunity, any inactive or unfit school man.

It is a potent fact that the greatest obstacle at present in the way of the growth and perfection of the public school system is the want of interested and qualified officers.

But I am willing to give our present system a fair trial, and by the payment of better salaries and otherwise trying to work up greater interest, ascertain if it is not possible to fully succeed under the elective system. The eyes of many parts of the country are turned towards us to see what will be the

result of our elective School Boards; the school men of some of the older States have decided beforehand that our experiment will prove a failure.

SALARIES OF SCHOOL OFFICERS.

I desire to say to Your Excellency in the outset, that I do not propose in the treatment of this subject to indulge in any mealy-mouthed, hypocritical, or over-scrupulous cant, nor to take advantage of even so opportune an occasion for a display of demagogical by-play to the political gallery. A serious question should be approached seriously, and treated with sincerity and candor; and plain truths should be plainly stated. If I were thrice asked for the greatest defect in our educational system, my answer each time would be, the niggardly salaries doled out to many of our school officers.

It has the appearance to all men engaged in school work that they are discriminated against, from the County School Board member to the head of the Department. Much complaint has reached me about the discrimination made between the mileage of County Commissioners and School Boards by the last Legislature. These officers feel that they render equally as important and capable service to the State as do the Commissioners, being charged with the disbursement of the largest fund that obtains in many of the counties. Some of them claim that they are so situated, the 5 cents a mile will not pay their actual expenses, besides giving the time, to go to the county seat to attend to school business. I believe this discrimination should be corrected.

As much as I indulge in and endorse the complaints for the careless and indifferent way in which some County Superintendents attend to the duties of their office, I at the same time know, that in most cases it is due to the insufficient salaries paid these officers, it being utterly impossible for them, in justice to their families, to devote the necessary time to the discharge of their official duties to make their supervision successful. The apparent want of interest in the leadership, or what should be the leadership, in activity, enthusiasm, and ability in all school matters, superinduces upon the teaching force a kindred spirit, so that the withholding of two or three hundred dollars from that officer is often virtually the prime cause of the apparent lack of interest on his part, and practically results in the whole school fund of a county making small return for the outlay.

Some of the counties pay these officers remarkably good salaries, more than is paid the State Superintendent, and those are the counties that get the largest percentage of value out

of their school expenditures and are the ones where fit men are induced to seek these offices.

The mistake of half paying these officers is akin to the one of levying an insufficient school tax, the odium of the tax only is incurred, without obtaining the means to accomplish anything worthy of defending. Good schools always command respect and will be sustained by public opinion, while poor ones always cause the tax to be paid unwillingly. The same principle prevails in the matter of regulating the salaries of County Superintendents.

It would be a most fortunate thing, if the matter could be regulated so as to fix a minimum allowance for these officers.

In confirmation of the above, I may state that four of these officers have already tendered their resignations, because they were unable to make the personal sacrifice necessary to a proper discharge of the duties of the office, and they were too honest and conscientious to hold on to the office and not meet the demands of it. Besides these four, I have managed to prevail upon several others not to resign, by interceding to have their salaries raised and in holding out to them the assurance that public sentiment was developing in their favor and the time was not far distant when their services would be appreciated and rewarded equally with those of other county officers.

I dislike to speak of the salary of the State Superintendent, as I would be the beneficiary of any immediate increase, but I sincerely feel that it is a duty both to myself and to the office. In making an utterance upon this subject, however, I am in the fortunate position of having a record that can be easily established, that I am not a chronic salary seeker, having three times refused proffered increase in salary while County Superintendent, on the ground that I was receiving as liberal salary as the school finances of the county would justify, though believing my services were worth more than I received. Again, in the Constitutional Convention of 1885, long before I had any idea that the salary fixed for the Superintendent of Public Instruction would affect me personally, I said that the salary allowed the office was unwise in policy and a reflection upon the State. Subsequent developments have confirmed rather than caused me to waver in that opinion, and I have now experienced a feeling sense of the justness of the position then assumed.

I could see no justification then, and fail to see it yet, in the discrimination in the salaries of Cabinet officers, unless it was intended to signify that it required less brains, less probity, less courage, and less nerve force to run the school ma-

chinery of a State, which has to deal with more than 14,000 of the State's population, than it does to conduct the tax-gathering operations.

The fixing of salaries of State officers at $1,500 is utterly indefensible, as they are required to break up and move to the State Capital, unless it was the design to restrict those officers to bond-clippers, to men without families, or to residents of the State Capital, that either of this class might enjoy the dignity and honor of the position at their own expense.

If either of these surmises were disclosed to be the fact, the voters of the State would resent it promptly and overwhelmingly. I assert without fear of contradiction that no man with a family can live at Tallahassee on $1,500 and maintain his own and the respect of the people.

I have an abiding faith in the sense of justice of the people of the State, and, despite the devastations of frosts or any other temporary set-back, if this question were properly presented to them, I believe that they would be unwilling to receive the services of any faithful public servant at less than it costs him, practicing reasonable economy, to sustain his family.

I know there are a few narrow-minded people, who influence only demagogues, that are ready to retort, "Well, if he can't live at the salary let him turn it loose—there are plenty more that will take it."

That is true, but the question is not the individual, but shall the office be filled by a capable man, and in order to cause such to seek it, there must be attached to it, at least, a living salary.

It is out of all reason that the State Superintendent should receive less salary than that of some of the County Superintendents, or even the principals of some of our schools who work only eight months in the year and are on duty only six hours a day and five days in the week. Several superintendents of small cities just across the State lines from us, like Mobile, Ala., Macon, Ga., etc., are paid $2,500 a year. Will any one contend that the State of Florida is unable to pay $2,000? If this be so, let us hear no more talk about exhibiting the State's resources at the Atlanta Exposition.

STATE INSTITUTIONS.

I desire to congratulate the State upon the great progress the Agricultural College has made during the past two years. I have visited this institution two or three times, spend-

ing a day or so inspecting the equipments and class work, with both of which I was especially pleased. It is needless for me to add anything to the following lengthy report of the Trustees made through the President, Dr. Clute:

REPORT OF THE BOARD OF TRUSTEES OF THE FLORIDA AGRICULTURAL COLLEGE.

LAKE CITY, FLA., January 29, 1895.

Hon. W. N. Sheats, Superintendent Public Instruction, Tallahassee, Fla:

SIR—In accordance with the law establishing the Agricultural College of the State of Florida, the Trustees of the said institution submit the following report for the period ending with the month of December, 1894.

The present Board of Trustees were appointed by the Governor in accordance with an act of the Legislature at the session of 1893. The first meeting held by the present Board was on June 22, 1893. Efforts were at once begun to secure a faculty for the institution, as the next school year would begin October 3, following the meeting. The second meeting of the Board was held July 11, 1893, at which meeting the President of the College, professors, and employees in the different departments were appointed. Other arrangements necessary for the beginning of the school at the regular date were also made, and on the 2d of October, 1893, the first College year under the auspices of the present Board began.

The people of Florida showed their interest in the College and in its work by sending their sons and daughters to receive its instruction in larger numbers than ever before. The enrollment the first days of the term was most encouraging, and it continued to increase for several weeks. There was a further increase at the opening of the winter term in January, and at the opening of the spring term there was a further slight increase, so that the enrollment for the year reached the number of 187.

Women were first admitted as students at the College with the beginning of this year. They showed their appreciation of this privilege by attending in larger numbers than were

expected. During the year 54 women were enrolled in the College classes. Their deportment was in all respects not less excellent than that of the young men. Our experience as to the beneficial results of admitting women as students corresponds with the experience of nearly every school. Almost without exception reports from schools where women have been admitted to all the privileges of the school show good results, as to deportment and class work of both young women and young men.

The present Board of Trustees did not find it necessary to make any radical changes in the course of instruction which had been pursued in the College. In English, in history, in mathematics, in the sciences, in ancient languages, in mental, moral and political philosophy, the course of instruction which had been pursued in the College seemed generally adequate to the demands made on the College. All of these departments have been continued, and an effort has been made to strengthen and improve them. In nearly all of these departments the work done up to the present time has been excellent.

Inasmuch as the law of Congress, passed in 1862, giving public lands to the various States and Territories for the establishment of such schools as ours, says definitely, that the proceeds of the lands given are for the purpose of establishing colleges where "the leading object shall be to teach such branches as are related to agriculture and the mechanic arts," it seemed right to the Board of Trustees to give greater emphasis in our College to these branches of instruction. A full four years' course, called the "Agricultural Course," has therefore been established. In addition to the studies which are specially intended to train students in scientific and agricultural branches, such others were included as will make the educated gentleman, so that students who complete the agricultural course will be able to take positions in the world as men of training and of influence. As professor of agriculture, a graduate of an agricultural college has been secured, whose practical training and whose scientific attainments eminently fit him for this work.

In Florida, horticulture has been, and will be in the future, one of the most important branches of agriculture. An effort has been made by the Board to improve the instruction, and the facilities for instruction in this department. As a professor of horticulture we have secured a graduate of an agricultural college, who made horticulture a specialty during his college course, and who has since given special attention to

COLLEGE HALL, FLORIDA AGRICULTURAL COLLEGE, LAKE CITY, FLORIDA.

this branch in his studies of scientific and practical horticulture.

In the departments of agriculture and horticulture the Board feels greatly interested, and desires to develop these branches to a greater degree of efficiency. To this end it is necessary that we increase the equipment for both departments as rapidly as our funds will permit. In land, in buildings, in all of the equipments of agricultural and horticultural, botanical, entomological, and physiological laboratories, Florida should offer facilities to its young people second to those of no State in the Union. To this end it will be necessary for the Board to use somewhat generous sums of money, to provide which it looks with confidence to the intelligent action of the honored Legislators of our State.

When the varied branches of agriculture, which the soil and climate of Florida make possible, shall fully develop, they will result in the production of crops so varied in number and so productive in yield as to bring to our State a large and intelligent body of immigrants, who will win from the soil that wealth that shall minister in all respects to the comfort and progress of a great and intelligent people, and will successfully prosecute the great commercial and manufacturing enterprises which will still further develop our State. Inasmuch as mechanic arts are on a par with agriculture, in the law of Congress, it has seemed to the Board of Trustees only fair to extend to this department also a fostering care. A full mechanical course has been arranged, with such instruction in the class-room and such practical instruction in the shop as will train the students for practical work as master mechanics, and give them also a broad foundation for successful careers in the practice of mechanical, civil, and electrical engineering. Some progress had been made in this department before the College came into our hands. We shall endeavor to carry this work further. The complete four years' course which has deen arranged for this department leads, as does the agricultural course, to the degree of Bachelor of Science. We have also made some important improvements in the equipment of the shops. The professor who is at the head of this department has had years of experience as a mechanic and as instructor in some of the schools of mechanic arts. He has been ably assisted in the wood-shop by an instructor whose excellent practical training is clearly shown by the work which has been done under his charge.

During the College year ending June 15, 1894, there were enrolled in the mechanical department——students, and for the College term ending December 21, 1894, the number was

——. These students are, without exception, happy and interested in their work. Our experience demonstrates, to all who will consider the results, that the shop-work of the students in the mechanical course is one of the most valuable factors in their education.

In considering the needs for the future development of the College it has been thought wise to continue the course of study which leads to the degree of Bachelor of Arts. While greater emphasis is being given to the agricultural and the mechanical courses, nothing has been done, or will be done, to detract from the emphasis that has been given to the classical course. On the contrary, this course has been improved by giving greater prominence to some of the scientific studies and to drawing, and by the introduction of German, French, and Spanish, either as required or optional studies. Students who complete this course will have an education which fits them for the ordinary pursuits of life, and for the profession of teaching; they will have also a good foundation upon which to base their training for journalism, medicine, law, and the ministry. It is our purpose to hold this course in a prominent position in our College, and to keep in all its departments instructors whose training and successful experience will give our College the best work.

As women have been admitted as students to the College, and as the work which in the future will come upon most women students will include the affairs of the home, the church, the school, and society, it seemed best to include in our courses one specially adapted to the training of women. A woman's course has, therefore, been arranged. In addition to the studies in English, mathematics, and science, which long experience in many schools has proven to be best for general discipline and knowledge, we have put into the woman's course some branches specially fitted for training her for those duties which will devolve upon her. It has not been possible for us fully to carry out this course up to the present time, but we hope that conditions in the near future will permit us to carry it out fully, and to improve it.

Desiring to make the College a school where young men and young women who can attend for only one year may yet secure the training in penmanship, arithmetic, book-keeping, and commercial law that will enable them to do good work in the business world; and also to give to such as desire it good training in stenography, typewriting, and telegraphy, we introduced into the College curriculum a business course, including those branches which have just been enumerated. The professors in these departments have been successful in

organizing and carrying forward their work to the satisfaction of the Board and of the students. In prosecuting this work the College has been greatly hampered by insufficient room. The rooms for telegraphy, shorthand, and typewriting are entirely inadequate for the use to which they are put. There was no room for the use of the classes in book-keeping and penmanship. Only by putting these classes into the Chapel could any place be provided. For the best results in this department of our work we need immediate and better accommodations.

The large number of important publications made in these days in the German and French tongues, and the constant intercourse between the people of our nation and those of the great nations of the world who speak those languages, led the Board to believe that the German and French tongues should be thoroughly taught in the College. To this end, a professor has been secured whose long residence abroad enables her to speak these languages with fluency, and whose long experience as a teacher enables her to impart her knowledge with success. Our near proximity to the people of Mexico, Central America, and the West Indies, and the rapidly increasing commercial and social relations between these countries and our own, led us to believe that instruction in the Spanish tongue should become an important part of our College work. We therefore secured a lady from Havana, whose training in the best schools of that city and whose experience as a teacher of her native language had proven her ability as instructor. We are glad to report that the instruction in these languages in our College is probably equal to that given in any College in America.

It is probable as Florida develops, and as our College grows and improves, it may be necessary for us to add other courses to the five which have been adopted. We shall be glad in the near future to add civil engineering and electrical engineering to our present courses. But it seemed to us not wise to attempt these courses until such time as our income will enable us to secure special professors in these departments, and to supply them with the somewhat extensive equipment which will enable them to do work that will compare favorably with that done in other institutions. We have, therefore, omitted these branches from our present courses, not because we do not appreciate them, but because we appreciate them so highly that we are not willing to introduce them under conditions that would inevitably make our work of an inferior character. The courses as at present pursued in the College are given in detail below:

AGRICULTURAL COURSE.

FRESHMAN YEAR.

Fall Term—English, Geometry, Physics, Drawing, Military, Laboratory Work in Physics, Laboratory work in Wood-shop.

Winter Term—English, Geometry, Algebra, Physics, Drawing, Military, Laboratory work in Physics, Laboratory work in Wood-shop.

Spring Term—English, Geometry, Algebra, Agriculture, Botany, Military, Laboratory work in Wood-shop, Laboratory work in Botany, Laboratory work in Agriculture.

SOPHOMORE YEAR.

Fall Term—Trigonometry and Spherical Geometry, Chemistry, Botany, Agriculture, Military, Laboratory work in Chemistry, Laboratory work in Botany, Laboratory work in Agriculture.

Winter Term—Trigonometry and Surveying, Zoology, Horticulture, Chemistry, Military, Laboratory work in Zoology, Laboratory work in Horticulture, Laboratory work in Chemistry, Laboratory work in Surveying.

Spring Term—History, Trigonometry and Surveying Chemistry, Horticulture, Military, Laboratory work in Surveying, Laboratory work in Chemistry, Laboratory work in Horticulture.

JUNIOR YEAR.

Fall Term—History, Physics, Agricultural Chemistry, German, or French, or Spanish, Military, Laboratory work in Physics, Laboratory work in Chemistry.

Winter Term—Physics, Anatomy and Physiology, Agricultural Chemistry, German, or French, or Spanish, Military, Laboratory work in Anatomy and Physiology, Laboratory work in Chemistry.

Spring Term—Chemistry, Horticulture, Political Economy, German, or French, or Spanish, Military, Laboratory work in Chemistry, Laboratory work in Horticulture.

SENIOR YEAR.

Fall Term—Physiological Botany, Entomology, Psychology, German, or French, or Spanish, Military, Laboratory work in Botany, Laboratory work in Entomology.

Winter Term—Geology, Agriculture, Logic, German, or French, or Spanish, Military, Laboratory work in Geology, Laboratory work in Agriculture.

A CLASS IN WOODWORK, FLORIDA AGRICULTURAL COLLEGE, LAKE CITY, FLORIDA.

Spring Term—Agriculture, History of Constitution of England and U. S., Ethics, German, or French, or Spanish, Military, Laboratory work in Agriculture.

MECHANICAL COURSE.

FRESHMAN YEAR.

Fall Term—English, Geometry, Physics, Drawing, Military, Laboratory work in Physics, Laboratory work in Wood-shop.

Winter Term—English, Algebra, Geometry, Physics, Drawing—Mechanical, Military, Laboratory work in Physics, Laboratory work in Wood-shop.

Spring Term—English, Algebra, Geometry, Botany, Drawing—Mechanical, Military, Laboratory work in Botany, Laboratory work in Wood-shop.

SOPHOMORE YEAR.

Fall Term—Trigonometry, Spherical Geometry, Chemistry, Descriptive Geometry, Mechanical Drawing, Military, Laboratory work in Chemistry, Laboratory work in Shop.

Winter Term—Trigonometry and Surveying, Chemistry, Mechanics, Mechanical Drawing, Military, Laboratory work in Surveying, Laboratory work in Chemistry, Laboratory work in Shop.

Spring Term—History, Trigonometry and Surveying, Analytical Geometry, Mechanical Drawing, Military, Laboratory work in Surveying, Laboratory work in Shop.

JUNIOR YEAR.

Fall Term—History, Physics, Calculus, German, or French, or Spanish, Military, Laboratory work in Physics, Laboratory work in Shop.

Winter Term—Physics, Calculus, Anatomy and Physiology, German, or French, or Spanish, Military, Laboratory work in Physics, Laboratory work in Anatomy and Physiology, Laboratory work in Shop.

Spring Term—Mechanics, Mechanical Drawing, Political Economy, German, or French, or Spanish, Military, Laboratory work in Shop.

SENIOR YEAR.

Fall Term—Steam Engine, Hydraulics, Psychology, German, or French, or Spanish, Military, Laboratory work in Shop, Laboratory work in Steam Engine, Laboratory work in Hydraulics.

Winter Term—Electricity, Machine Design, Logic, German, or French, or Spanish, Military, Laboratory work in Electricity, Laboratory work in Shop.

Spring Term—Thermodynamics, History of English and United States Constitutions, Ethics, German, or French, or Spanish, Military, Laboratory work in Shop, Laboratory work in Thermodynamics.

LATIN—SCIENTIFIC COURSE.

FRESHMAN YEAR.

Fall Term—English, Geometry, Latin, Drawing, Military.

Winter Term—English, Algebra, Geometry, Latin, Drawing, Military.

Spring Term—English, Algebra, Geometry, Latin, Botany, Military, Laboratory work in Botany.

SOPHOMORE YEAR.

Fall Term—Trigonometry, Spherical Geometry, Chemistry, Botany, Latin, Military, Laboratory work in Chemistry, Laboratory work in Botany.

Winter Term—Trigonometry, Surveying, Chemisty, Zoology, Latin, Military, Laboratory work in Surveying, Laboratory work in Zoology, Laboratory work in Chemistry.

Spring Term—History, Trigonometry and Surveying, or Analytical Geometry, Chemistry, Latin, Military, Laboratory work in Chemistry, Laboratory work in Surveying.

JUNIOR YEAR.

Fall Term—History, Physics or Calculus, Latin or German, French, or Spanish, or Greek, Military, Laboratory work in Physics.

Winter Term—Physics, Anatomy and Physiology or Calculus, Latin or German, French, or Spanish, or Greek, Military, Laboratory work in Anatomy and Physiology, Laboratory work in Physics.

Spring Term—Political Economy, Mechanics, Latin or German, French, or Spanish, or Greek, Military.

SENIOR YEAR.

Fall Term—Psychology, Latin or German, French, or Spanish, or Greek, Physiological Botany, Military, Laboratory work in Botany.

Winter Term—Logic, Geology, Latin or German, French, or Spanish, or Greek, Military, Laboratory work in Geology.

Spring Term—Ethics, History of English and United States Constitutions, Latin or German, French, or Spanish, or Greek, Military.

WOMEN'S COURSE.

FRESHMAN YEAR.

Fall Term—English, Geometry, Drawing, Latin or German, Wood Carving.

Winter Term—English, Algebra, Geometry, Drawing, Latin or German, Wood Carving.

Spring Term—English, Algebra, Geometry, Botany, Latin or German, Wood Carving.

SOPHOMORE YEAR.

Fall Term—English, Trigonometry, Spherical Geometry, Chemistry, Latin or German, Laboratory work in Chemistry.

Winter Term—English, Chemistry, Zoology, Latin or German, Laboratory work in Chemistry.

Spring Term—English, Chemistry, Horticulture, Latin or German, Laboratory work in Chemistry.

JUNIOR YEAR.

Fall Term—English, Latin or German, Spanish or French, Typewriting, Domestic Science.

Winter Term—Anatomy and Physiology, Latin or German, Spanish or French, Sewing Machine, Needle Work, Domestic Science, Laboratory work in Anatomy and Physiology, Laboratory work in Domestic Science.

Spring Term—Political Economy, Latin or German, Spanish or French, Needle Work, Domestic Science, Laboratory work in Domestic Science.

SENIOR YEAR.

Fall Term—Latin or German, Spanish or French, Psychology, Domestic Science, Laboratory work in Domestic Science.

Winter Term—Geology, Logic, Latin or German, Spanish or French, Domestic Science, Laboratory work in Domestic Science.

Spring Term—Ethics, History of English and United States Constitutions, Latin or German, Spanish or French, Domestic Science, Laboratory work in Domestic Science.

Declamations, or essays, or original speeches are required every term throughout the course.

The young men get much physical training in the military drill.

COMMERCIAL DEPARTMENT.

FIRST TERM.

Bookkeeping, Double Entry (five hours per week).

Theory of Accounts. Opening Business. Day-book. Journal. Ledger. Closing Business. Continuing Business. Practical work, eight sets, representing business of physician, teacher, agent, capitalist, produce dealer, retail dry goods business. Auxiliary books. Practical work with notes, drafts and checks.

English (five hours per week).

Commercial Arithmetic (three hours per week).

Brief review of Practical Arithmetic to Percentage. Percentage, Discount, Bills, Commission, Brokerage, Profit and Loss.

Commercial Law (two hours per week).

Contracts, Corporations, Commercial Paper.

Penmanship (five hours).

SECOND TERM.

Bookkeeping, Double Entry (five hours).

Practical work. Hardware business, introducing the use of the Purchase Book, Sales Book, and Cash Book.

Same, using Columnar Journal. Gentlemen's furnishing business, introducing the use of special columns in the Jonrnal, Purchase Book, Sales Book and Cash Book.

Wholesale dry goods business, with use of auxiliary ledgers.

Single Entry Bookkeeping).

English (five hours).

Commercial Arithmetic (three hours per week).

Interest, Partial Payments, Discount, Insurance, Exchange, Equation of Accounts, Accounts Current, Stocks and Bonds, Stock Exchange, Taxes, Duties.

Commercial Law (two hours per week).

Partnership. Bailments.

Penmanship (five hours).

THIRD TERM.

Bookkeeping (five hours).

Commission, Banking, Auditing Accounts.

English (five hours.)

Commercial Arithmetic (three hours).

Partnership Settlements, Banking, Average of Accounts. Short methods.

Commercial Law (two hours).

Common Carriers, Stoppage in Transitu, Liens, Real Estate, Deeds, Mortgages.

Penmanship (five hours).

STENOGRAPHY, TYPEWRITING, TELEGRAPHY.

STENOGRAPHY AND TYPEWRITING.

The following are the subjects of instruction in this course: Phonography, typewriting, spelling, punctuation, correspondence, legal and office work, dictation, speed practice, English.

Text Books—Pitman and Howard's Manual of Phonography, Reporter's Companion, Seventy Lessons in Spelling.

FIRST TERM.

Students are required to finish the Manual of Phonography during the first term. They are taught the manipulation of the typewriter, and given one hour's daily practice on the machine. Spelling, punctuation, etc., are commenced this term.

SECOND TERM.

Reporter's Companion, Business Correspondence, Spelling, with Phonetic Outlines; Punctuation; English. In this term pupils are given daily exercises from some good shorthand magazine. It is required that all work should be correctly transcribed on the tpyewriter.

THIRD TERM.

Dictation, including Legal and Business Correspondence and Legal Forms; Spelling, with Phonetic Outlines; Speed Practice and Tpyewriting; daily exercises from shorthand magazine.

In order to gain a certificate in this course, students will be required to stand satisfactory examination in all text books used, and to write an average of one hundred words a minute for any length of time, dictation to be on any subject; to transcribe such work on the typewriter; to write an average of thirty words a minute on the typewriter. The Remington Standard and the Smith Premier Typewriters are used.

Pupils in this department are required to pay a fee of one dollar per term of three months for use of typewriters.

TELEGRAPHY.

First term students are taught the manipulation of the key, to send and receive slowly, and to connect battery with instruments.

Test Book—Commercial and Railway Telegraphy. Abernethy.

After the first term pupils are taught the forms of telegrams, train orders, signals, and abbreviations.

The Telegraphy Department occupies several rooms, wires running from room to room connecting different instruments, thus giving students real practice in sending and receiving.

Text Book—Commercial and Railway Telegraphy, which is used throughout the course.

To receive a certificate of proficiency in the course, pupils are required to understand thoroughly the putting up of batteries, connecting instruments, etc.; to send telegrams correctly at the rate of twenty-five words a minute, and to receive twenty; to understand all abbreviations and signals; and to write out train orders, telegrams, etc.

SUB-COLLEGIATE.

The special work of this department is to prepare youths for college. In addition to instruction in those subjects really required for entrance into the Freshman class in college, such extensions and applications of the work previously done at school will be made as will best equip students for business life.

COURSE OF STUDY.

FALL TERM.

Arithmetic.—Complete, beginning at Percentage. Wentworth's Grammar School Arithmetic.

Grammar.—Whitney and Lockwood's English Grammar.

Parallel Reading (required of all students of English).—Hughes' *Tom Brown at Rugby.* Dickens' *Child's History of England.*

Physical Geography.—Maury's Revised Physical Geography.

Latin.—Collar and Daniel's Beginner's Latin Book.

English Masterspieces.—Students who do not study Latin will make a study in class of Irving's *Sketch Book*, and of Scott's *Lady of the Lake.*

WINTER TERM.

Algebra.—Wentworth's College Algebra.

Composition.—Lockwood's Lessons in English.

Parallel Reading.—The Swiss Family Robinson. Fisk's Washington and His Country (Irving).

History.—Hansell's History of the United States.

Latin.—Collar and Daniel's Latin Book.

English Masterpieces.—Students not studying Latin will read Whittier's *Snow Bound* and Dickens' *Christmas Carols.*

SPRING TERM.

Algebra.—Wentworth's College Algebra.

Composition.—Lockwood's Lessons in English.

Parallel Reading.—Scott's *Ivanhoe;* Hawthorne's *Wonder Book for Boys and Girls.*

History.—Hansell's History, completed, and Young's Government Text Book.

Latin.—Collar and Daniel's Beginner's Latin Book; Cæsar.

English Masterpieces.—Students not studying Latin will read Longfellow's *Courtship of Miles Standish;* Hawthorne's *True Stories from New England History.*

Instruction will be given, throughout the year, in Penmanship. Students not studying Latin will take a year's course in Wood-work, in which they will work in the wood-shop one hour a day, under the instruction of an expert worker in wood. Compositions and declamations are required in connection with grammar and rhetoric.

MILITARY.

The law establishing the agricultural colleges provides that instruction in military science and tactics shall be a part of the course of studies maintained. By this wise provision the nation will always be supplied with intelligent and educated officers, should any unhappy differences with other nations make it necessary to call out the militia in large numbers.

Not only does this legal obligation exist, but it has been shown by experience that the military drill promotes physical development, and that it leads to promptness in the discharge of all college duties. A demerit system is adopted, from which the following is quoted: "Any cadet who has charged against him more than seventy-five (75) demerits, for any one session (twelve weeks), will be expelled from the school. For any great number of demerits in any one month, which might

demonstrate that the student possessed no regard for the rules and regulations of the College, he may be summarily dismissed."

All able-bodied male students are required to take the military instruction and the drill. Hereafter, proficiency in military science will be requisite for promotion from one class to the next higher, and is made a condition for graduation. Post-graduate students, and others who can show good reasons for omitting the military instruction, may be excused at the discretion of the President.

The College is supplied by the Government with 150 cadet rifles and equipments, two pieces of field artillery and equipments, and a sufficient allowance of ammunition for thorough instruction. All cadets receive practical instruction in the school of the soldier, school of the company, and school of the battalion, with such ceremonies as Guard Mount, Dress Parade, Inspection and Reviews. Arrangements have been made by which ammunition is provided by the Government, and students will be instructed in the highly important exercise of target practice.

Theoretical instructions embrace Signaling and Military Telegraphy, and such other topics as seem best to acquaint the student with the actual conditions and requirements of the military service. At each college to which an officer of the United States Army is detailed as professor of military science and tactics, an opportunity is given to the cadets for special distinction, by a provision under which the War Department annually publishes in the register of officers of the U. S. Army the names of cadets standing first in military studies and duties, as reported by the Commandant. When the graduating class numbers ten, or less, one name is reported, when twenty, two names, etc.

UNIFORMS.

Men students are expected to provide themselves with the regulation uniform. The expense will not exceed $18 for privates. The uniform is durable and neat, and will be found as economical as any clothing that can be provided. A lighter suit for the Spring term may be ordered.

The time devoted to military duties does not exceed one hour per day, and is so arranged as to facilitate the advancement of the students in other studies.

EXPENSES.

It has been our purpose to keep expenses of attending the College down to the lowest possible figure. We believe that

there are very few schools in America where collegiate studies can be pursued at any less expense than with us. Board in the Mess Hall is good in quality and abundant in quantity. The general health of students, professors, and employees and their families has been excellent.

The expenses are about as follows:

Tuition—Tuition free to all students residing in the State of Florida. Those coming from other States are required to pay a tuition fee of $20 per scholastic year, or of $7 per term of twelve weeks.

Incidental Fee and Room Rent—An Incidental Fee of $2 per term of twelve weeks is required from all students. All students occupying rooms in Barracks are required to pay a fee of $2 per term of twelve weeks.

Washing—From $1 to $1.50 per month.

Lights—Forty to fifty cents per month.

Board—Board at Barracks $10 per month.

Special Fees—Students in the Manual Training Department will pay a fee of $2 per year. Students in advanced Chemistry will pay a fee of $2 to $3 per term of twelve weeks. Students in typewriting pay a fee of $1 per term of twelve weeks for use of instrument. Students in telegraphy pay a similar fee.

The uniform suit for cadets during the session of 1893–4 cost at the factory $15.35. The freight or expressage was about 50 cents, making the average cost of a suit $15.85. The suit includes coat, trousers, and cap. The cloth is cadet gray of excellent quality, from the famous Charlotteville mills in Virginia. It is strong and serviceable. With proper care, the suit looks well for a year. Some students, who are not so careful, need to procure a second suit towards the end of the year, in order to make a good appearance on Sundays and at inspections.

Chevrons and cap cord for officers cost about $2.15.

At the close of the College year ending June 30th, 1894, some changes were made in the Faculty. These changes were not made by dismissing employees from service. At the beginning of our work in 1893 we definitely agreed that all employees were engaged for one year of service. At the end of that year their term of service expired. They had no further engagement with the College. At that time the Board did not re-elect some of those who had been in its employment the previous year. This failure on our part to re-elect them was, in nearly every case, based upon no charge of incompe-

tency, of inefficiency, of lack of training, or want of character. The conditions of our work were such as require other employees to undertake it. Our duty to the people of Florida, whose servants we are, required us to make provision for our College work in the best manner, and it was our desire faithfully to fulfill the expectations of the people which has led to our action in regard to employees in the past, and will control such action in the future. The Professors and Instructors in the Faculty as at present constituted, with their titles and salaries, are mentioned below:

FACULTY.

Oscar Clute, M. S., LL. D., President and Director of Experiment Station	$1,250
A. B. Hagen, Secretary Board of Trustees	300
H. P. Baya (Va. Mil. In.), Professor of Mathematics	1,100
H. C. Powers, M. Sc., Professor of Drawing and Mechanic Arts	1,100
P. H. Rolfs, M. Sc., Professor of Biology and Horticulture	600
J. C. Martin, Jr., A.M., Professor of Sub-Collegiate Department	1,100
A. A. Persons, M. Sc., Professor of Chemistry and Agriculture	600
C. V. Waugh (Richmond College), Professor of Philosophy and Ancient Languages	1,100
John B. Parkinson, Professor of Penmanship, Bookkeeping and Commercial Law	1,000
Bessie C. DeSha, Professor of Shorthand, Typewriting and Telegraphy	900
Lieut. S. A. Smoke, U. S. A., Commandant of Cadets and Professor of Military Science and Tactics	
Helen K. Ingram, Professor of English and History	1,100
Cordele K. Mooring, Professor of German and French	750
J. Franklin Appell, M.D., College Surgeon	600
E. J. Bending, Instructor in Woodwork	1,000
H. K. Miller, M. Sc., Instructor in Physics	300
A. L. Quaintance, M. Sc., Instructor in Biology	300
Senorita Aurora Mena, Instructor in Spanish	350
E. Keller, Librarion	150

In addition to the duties of President of the College, Dr. Clute has the duties of Director of the Experiment Station, for which service he is paid from the Experiment Station fund $1,200, in addition to the sum which he is paid from the College fund for his services as President of the College.

The following professors and instructors are also employees of the Experiment Station, in which capacity they have work, and receive the salaries indicated below:

P. M. Rolfs, M.S., Biology and Horticulture	$600
A. A. Persons, M.S., Chemistry	600
A. L. Quaintance, M.S.	300
H. K. Miller, M.S.	300

We may reasonably expect that, as Florida develops in population and in wealth, our College will increase in numbers. This increase in numbers will make demands upon us in the way of teachers and equipment for which the present funds of the College will be inadequate. Indeed in some of the departments we are greatly in need of increased equipment at present. In the mechanical department more machines and tools are required. In the biological department we have been seriously hampered during the past term by a lack of microscopes for Laboratory work. Not a few very important additions should soon be made to this department if its work is to be done in accordance with modern methods.

While we have the beginning of a very good Library, and while our reading room is supplied with a few good papers and magazines, we feel daily the need of better facilities, both in library and reading room.

The College buildings are all seriously in need of repairs. It is not economy for the State to allow the buildings to go without repairs, for unless well kept up it costs much more in the end.

Now that women are admitted to all the privileges of the College, we should have a good dormitory for their use. The dormitories for the young men have no bath rooms. A due regard for the health and comfort of our students demands that a convenient bath house be constructed.

We have now no building for use of the department of horticulture. A suitable building for a class-room, work-room, tool-room, and store-room should be built immediately, so as to give facilities in instruction in this most important part of Florida agriculture.

The College at present depends upon the Lake City Water Works for its supply of water. The pipe leading to the College is so small that we get through it a very small pressure, and hence our buildings are very inadequately protected in case of fire. Moreover, the present cost to the College is altogether beyond the value of the service which it receives. For a small sum of money water works could be put in at the

College which would supply better water, in abundant quantity, and would furnish excellent fire protection. Moreover, by such College water works we could irrigate a large part of the gardens and orchards.

Our strong interest in the present and future prosperity of the great work which the Legislature has confided to our hands, leads us to call attention to the inadequate character of the College Campus, and adjacent grounds. It is in our opinion a serious mistake that in our noble State, where the area of excellent land is so immense, that we should begin a College, which as the years go by will develop into one of the greatest and noblest institutions in America, upon a campus of only a few acres in extent, where buildings must necessarily be crowded, where there will be inadequate conveniences for sports and athletic exercises of the students, and where lawns, drives, walks, and groves, and all of the attractions which the art of a landscape gardener can evolve are, and must forever be almost nothing. Now, in the early history of the College, while it is still possible to secure excellent lands in the immediate vicinity of our present property, we feel confident that wisdom demands that such lands be secured.

A part of the work confided to us by the Legislature is the care of the Florida Experiment Station. It is a branch of the College work. For the Experiment Station work we receive from the United States $15,000 a year. This sum we have devoted carefully to the work of the Station. At the beginning of the last College year, July 1, 1894, some changes were made in the Experiment Station force. As at present organized it consists of the following persons, whose work and whose salaries are as indicated:

O. Clute, M.S., L.L. D., Director	$1,250
P. H. Rolfs, M.S., Biology and Horticulture	600
A. A. Persons, M.S., Chemistry	600
A. L. Quaintance, M.S., Assistant in Biology	300
H. K. Miller, M.S., Assistant in Chemistry	300
C. A. Finley, Directors' Secretary	390
John F. Mitchell, Foreman of Farm	520
J. T. Stubbs, Supt. DeFuniak Sub-Station	600
W. A. Marsh, Supt. Fort Myers Sub-Station	600

At Lake City the Experiment Station owns about 100 acres of land, assigned to it by the Board of Trustees, when, in 1888, the Experiment Station was organized under the provisions of the Hatch Act. On this land there is a very comfortable dwelling for the Director, and a smaller house for the

foreman of the farm, and another small house at present occupied by the head gardener. There is also a small barn, a tool-house, a small hay-barn and a small cow-barn. The land of the Station farm at Lake City is, nearly all of it, unfavorably located for experiment work. It is important for the future prosperity of the Station that other more suitable land be added to that now owned. During the past year some very necessary improvements have been made in grading fields, filling up gulleys and washouts, repairing fences, and some slight repairs to houses and barns.

The experiment work on the farm at Lake City has been largely in the direction of forage crops for Florida. Plats of the following crops have been cultivated: Burr clover, crimson clover, Japan clover, alfalfa, sachaline (*Polygonum sachalinense*), flat pea (*Lathyrus silvestris*), canaigre (*Rumex hymenosephalus*), Bermuda grass, Para grass, Texas blue grass, St. Augustine grass, millets of several kinds, Kaffir corn, cowpeas, etc. Also plats of many other plants, of which, as of the above, we shall report more fully in the future. Some work has also been done with improved varieties of the sweet potato, and with goobers, peanuts, chufas, and cassava as food for stock.

Some varieties of olive and the fig have been set out, also some citrus fruits grafted on trifoliata stock. In the horticultural department during the past year the main work was with diseases of the tomato and egg plant.

Dr. A. W. Bitting, formerly veterinarian of our Experiment Station, was called to Indiana by the attraction of a better chance for work and a larger salary. While he was connected with our Station he did some valuable work in the study of animal diseases, which was not completed when he left. We secured him for two months in the summer of 1894 to carry forward this work. He gave attention mainly to bighead, leaches and salt-sickness. The results will soon appear in the bulletins of the Station.

When we entered upon service we found that our predecessors had established two Sub-Stations, one at DeFuniak Springs, Walton county, and the other at Fort Myers, Lee county. Both of these Stations had been established upon new, uncleared ground. At DeFuniak Springs ten acres had been cleared for the beginning of experiment work, and a small house and small barn had been put up. Of the cleared land a large portion was in ravines and springy hill sides, and was inferior for experiment work. During the past year we have cleared and broken up twenty acres more, giving us now at

this Sub-Station thirty acres of cleared land. We have also surrounded our whole forty acres with a good barb wire fence, thus protecting our whole place from the invasions of stock. There has also been built a large addition to the house, containing dining room, kitchen, store room and bath room. The barn has been enlarged to more than double its former size. The house has been neatly painted. We are now preparing to go forward here with experiments in fruits, and in farm crops, and in garden crops adapted to Northern and Western Florida. It is our purpose to carry on at DeFuniak Springs Sub-Station much work in testing the varieties of fruits adapted to that portion of the State. There have already been planted at this Station small groves of peaches, pears, figs, olives and Satsuma oranges. Some work has been done this last year with cassava, sugar cane, rice, crimson clover and alfalfa. During the coming year we shall test, somewhat extensively, the varieties of field and garden vegetables, and of forage crops.

In the ravines running through our DeFuniak land there are streams sufficient in size and power to supply the water and the force for an irrigating plant that could be easily put in. It is hoped that in the near future we may be able to put in such a plant, and so to protect a large portion of our experiment work against droughts.

Our Sub-Station at Fort Myers is located in a section of the State which has a climate that renders possible experiment work of a kind which can be carried on at no other Experiment Station in America. It is work, too, that will be of very great value to the whole of Central and Southern Florida. As the State develops, and Central and Southern Florida fills up with a prosperous population, the people will turn more and more to this Experiment Station for information concerning crops and their cultivation.

When we entered upon duty we found that the Station owned at Fort Myers twenty-five acres of land. Upon this land had been built a comfortable house and a fairly good barn. About ten acres of the land had been cleared, and fenced in a rough and imperfect manner. Desiring to carry the work forward at Fort Myers with as much efficiency as conditions will permit, the other fifteen acres were cleared and broken up. We have also surrounded the whole premises with a good barb wire fence, and have dug about 2000 yards of ditch. The house and barn have been carefully repaired, and both have been neatly painted. We shall now

add rapidly to the trees, plants and shrubs for experimental work.

One of the most important branches of our work at Fort Myers thus far has been some experiments with the pine-apple. It is plain that the pine-apple is well adapted to this section of Florida. Our pine-apples have grown well, and have yielded very fine fruit in abundance. We have recently built a pine-apple shelter 40x60 feet, where experiments will be made with the more tender varieties of this fruit.

At this Station it will be possible to carry forward experiments not only with various citrus fruits and with pine-apples, but also with the mango, the avocado pear, the sappodilla, the sour sop and with many other important varieties of tropical and semi-tropical fruit. Much work also will be done in testing the varieties of vegetables best adapted to winter gardening, which is one of the industries which in the near future will have much development in this portion of Florida. We shall begin work also in testing the varieties of forage crops adapted to this section. South Florida has been for many years one of the best natural ranges for cattle. We have now a small plantation of sisal hemp, and a plat of the bow-string hemp will be put out soon.

In entering upon the important work confided to us by the Legislature and the Honorable Governor we met with many difficulties which have seriously hindered our progress. Yet we believe that our work both in the College and Experiment Station has prospered well, that the results attained are greater than could have reasonably been expected, and that conditions are improving with a rapidity which will soon enable us to accomplish much greater results than have yet been reached.

We feel that it is not inappropriate for us to call your attention to the fact that the faculty of the College is made up of able professors and instructors whose work is satisfactory, that all strife between different departments has ceased, that the Military Department is in charge of an able and successful officer detailed by the Secretary of War, that the courses of instruction at the College have been greatly improved, that the attendance is more than two and one-fourth times as great as during the year before we assumed control, and that the people of the State are manifesting a most favorable change of feeling towards the College and its work.

We ask you, also, to consider that the Experiment Station has made many improvements which will enable it to do better work, that it has a trained and efficient staff of workers,

that its bulletins issued during the past fifteen months have had most honorable recognition in all the States, that it has already done valuable work as to soils and products of Florida, which, if continued and increased, will be productive of great advantage to our State. It is not possible for an Experiment Station to do, in a single year, any large amount of work that produces results for publication. Usually such valuable results come from years of careful investigation. In some States the Experiment Stations were in operation long before the passing of the Hatch Bill, have acquired a most valuable plant in many lines of work, have for years been in charge of the same corps of workers, who are now able to publish the results of experiments begun long ago. We think that the valuable work done by our Station, since it has been under our control, is a guarantee of the greater work which it will do in the future.

It is our purpose to improve the work done by both College and Station as rapidly as possible; to make the College an institution that can give the young men and women of our State an education as good as can be got in any school in America; to foster and develop the Station to such excellence that its work will be valued by every tiller of Florida soil as authority in important points of agriculture.

The accounts of the College and Station are itimized as indicated in the statement herewith submitted. This statement covers the period from the day we took control of the College to Jane 30, 1894. Our second fiscal year does not expire until June 30, 1895:

EXPENDITURES OF THE FLORIDA AGRICULTURAL COLLEGE, FROM JUNE 30, 1893, TO JUNE 30, 1894.

Salaries	$15,165 33
Expenses President	80 29
Expenses Horitculture	4 05
Expenses Biology	63 00
Apparatus Chemistry	24 20
Apparatus Agr. Chemistry	57 62
Material and Fuel Mech. Arts	179 13
New machinery and tools Mech. Arts	152 12
Apparatus Typewriting and Telegraphy	506 44
Commencement	71 40
Printing and stationery	1,071 75
Furniture and equipment	478 64
Military accounts	51 15
Mess Hall equipment	174 47

Postage	166 15
Fuel	363 87
Water supply	455 58
Library	190 79
Fences, grounds and buildings	942 81
Gas and lights	57 85
Contingent	150 23
Feed	94 45
Labor	724 40
Expenses Board of Trustees	516 78
Expenses Bookkeeper and Auditor	19 70
	$21,762 20
Deficit July 1, 1893	1,227 97
Expenditure for year ending June 30, 1894	21,762 20
	$22,990 17

RESOURCES.

Appropriation Land Script Fund	$ 9,107 00
Appropriation Morrill Fund	9,500 00
Fee creating College Incidental Fund	1,651 11
	$20,258 11
Amount expended over income	2,732 06
	$22,990 17

The deficit of College funds June 30, 1893, amounting to $1,227.97, was for expenses incurred before we took control of the College. These accounts had been audited by our predecessors, but came to us for payment. In addition to this, there came to us, to be audited and paid, bills amounting to $354.42, which had been made before we took control. Therefore, the whole amount of College indebtedness of the year ending June 30, 1893, which came to us for payment from the income of the year ending June 30, 1894, being the first year of our administration, was $1,582.39. Subtracting this amount from the whole deficit shows that we have spent during the year $1,149.67 more than the income of the year. The expenditure was made necessary because we were obliged to procure furniture and equipment for the professors of bookkeeping, stenography, typewriting, and telegraphy; to increase the equipment of the Mess Hall because of increased attendance; to add to the tools of the Mechanical Department; to repair buildings and fences which were very much

out of order, and to incur unusual expense in printing. In this connection we ask attention to the following items of expense in the above statement:

New machinery and tools Mech. Arts	$ 152 12
Apparatus Typewriting and Telegraphy	506 44
Printing and stationery	1,071 75
Furniture and equipment	478 64
Mess Hall equipment	174 47
Fences, grounds and buildings	942 81
	$3,326 23

Of this sum the larger part remains as permanent equipment in the way of tools, apparatus, and furniture.

The laws of Congress definitely prohibit the use of funds derived from the land grant of 1862, and from the Morrill grant of 1890, for the erection or repair of buildings. Our only resource for this necessary work is the College Incidental Fund, created by a fee of $2 per term of twelve weeks charged every student, and by a similar fee for room-rent charged every student who rooms at the Barracks. As will be seen, in the statement of income, these fees for the year ending June 30, 1894, amounted to $1,651.11. All that was used for repairs of buildings came from this fund, and the balance of the fund was used for equipment. Repairs of College buildings are imperatively needed at once, for which we have no money.

The receipts and expenses of the Experiment Station have been as follows:

ANNUAL FINANCIAL REPORT OF THE FLORIDA EXPERIMENT STATION FOR THE YEAR ENDING JUNE 30TH, 1894.

EXPENDITURES—LAKE CITY STATION.

Deficit July 1st, 1893	$ 48 27
Salaries	5,892 05
Expenses Director	209 57
Expenses, Entomologist	505 35
Expenses, Chemist	124 92
Expenses, Horticulturist	9 70
Trees, Seeds and Plants	129 04
Fences and Buildings	715 82
Tools	92 20
Fertilizers	354 01
Stock	62 50

Labor	2,010 85
Feed	376 13
Drainage	48 85
Bulletins	387 97
Stationary, Postage and Printing	75 25
Contingent—Sundries	97 94
Entomological Supplies and Labor	190 94
Furniture and Equipment	140 70
Expenses Board of Trustees	177 25
Library	83 75
Water Supply	100 00
Tobacco Experiment	169 41
Gas and Lights	38 97
	$12,041 44

DE FUNIAK SUB-STATION.

Salary of Superintendent	$ 650 00
Trees, Seeds and Plants	29 25
Fences and Buildings	17 95
Tools	13 80
Fertilizers	19 54
Stock	9 23
Feed	123 35
Labor	420 75
Stationery and Postage	4 70
Gas and Lights	85
Contingent—Sundries	6 00
Equipment	1 00
	$1,296 42

FORT MYERS SUB-STATION.

Salary of Superintendent	$ 650 00
Trees, Seeds and Plants	21 85
Fences and Buildings	54 80
Tools	36 20
Fertilizers	112 00
Stock	42 00
Labor	663 79
Feed	103 98
Drainage	15 00
Stationery	5 00
Equipment	2 00
	$1,706 62

Appropriation—Hatch Act	$15,000 00
Incidental Fund—From Sales	176 17
	$15,176 17

Expenditure Lake City Experiment Station	$12,041 44
Expenditure DeFuniak Experiment Station	1,296 42
Expenditure Fort Myers Station	1,706 62
Balance to Credit Incidental Fund	131 69
	$15,176 17

Included in the Station expense for the year ending June 30th, 1894, given above, there is the sum of $1,187.50 for bills made by our predecessors, which came to us to be audited and paid. As shown in the College statement we spent for the work of the year in the College $1,149.67 more than the income of the year, this sum having been paid mainly for permanent equipment.

This excess of yearly expense above our income from College funds is exceeded by the sum paid for debts not contracted by us in the Experiment Station, so that, considering both College and Station, the sum paid by us for the expenses incurred during the year is $37.83 less than the income of the year. In other words, *if we had not been called upon to pay any debts of College or Station, incurred before we assumed control, we should have spent during the year $37.83 less than our income.*

WALTER GWYNN,
President Board of Trustees.

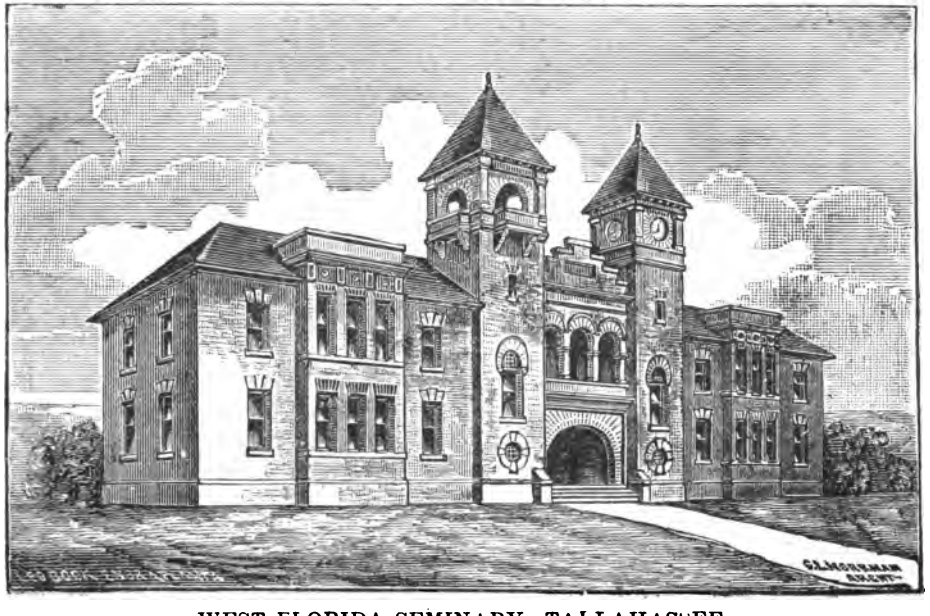
A. B. HAGEU, Secretary.

WEST FLORIDA SEMINARY.

In compliance with Sections 312 and 323 of the Revised Statutes, I herewith submit the report of this one of our State institutions.

I visited this school one or more times during each of the past two school years, inspected the building and more or less of the class exercises, and was very much pleased with the work of the school. I am also a patron of the school, and have learned much of its internal workings by the examination of my own children.

This is one of the old institutions of the State, and its origin, growth, and work has been so often and well written



WEST FLORIDA SEMINARY—TALLAHASSEE.

up, and is so well known within the State that it is unnecessary to record it here.

Its equipment at present in the way of buildings consists of one large and handsome brick structure, well adapted to school purposes and ample for the accommodation of its present and still larger patronage.

No report has been made to me by its Board of Visitors as required by law.

The patronage outside of Leon county and Tallahassee is not now so good as it ought to be, but this is no doubt largely due to the want of a commodious dormitory, so that board may be brought under the management of the school, cheapend, and patronage enticed thereby.

I know little of the doings of the Board of Education managing this institution, but a letter addressed to its President brought out the facts detailed below, which show 110 pupils now enrolled, an increase over the attendance of the year before.

You are also referred to the accompanying report for information as to the present faculty, *departments*, degrees conferred, expectant graduates, *aim*, condition of laboratory, *income and expenditures* of the school.

TALLAHASSEE, FLA., February 14, 1895.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla:

DEAR SIR—I herewith submit a report of the Seminary West of the Suwannee River for the last two scholastic years. The information is of the character indicated in your request of recent date, but is mainly based upon the work of the past year. Our faculty now numbers six, an addition of one since our last report. It is a well equipped body of teachers, each being specially qualified for his or her work, but its numbers are not yet sufficient to do all the teaching which is demanded and which we would be pleased to undertake, and at the same time give the President the time needed for proper superintendence. Its members and their departments of instruction are as follows:

A. F. Lewis, A.M., President and Instructor in History, Political Science and Philosophy.

H. B. Arbuckle, A.M., Instructor in Greek and Natural Science.

Miss Elizabeth Bangs, A.B., Instructor in Latin and French.

Miss Jemmy Grant, A.B., Instructor in English and Elocution.

J. C. Johnson, A.B., Instructor in Mathematics and Commercial Branches.

J. F. Knight, A.B., Instructor in German and Principal of the Preparatory Department.

Although we have labored under disadvantages in several ways, our enrollment has steadily increased and now numbers 110 students, as against 80 two years ago. Of these 59 are young ladies and 51 young men. They are an intelligent and well behaved body of students, representing seven counties of Florida and two other States, and are all capable of some day becoming an honor to themselves and their States.

Our attendance is still more local than we desire, owing mainly to the lack of the best accommodations for students coming from a distance. The crying need of the institution which we have so far been disappointed in supplying is a neat and commodious dormitory, where students can obtain board at cost and where they can be subjected to wholesome supervision. Good, substantial board can be secured in private families for a large number of students at from $12 to $15 per month, but this could be considerably reduced where the numbers were large and where no profit was aimed to be made, and moreover the possible demoralization in conduct and habits of study, due to the necessary absence of proper supervision would be overcome. We feel that the addition of a good dormitory to our equipment would bring the advantages of the Seminary within the reach of many now deprived of them, and would largely increase our enrollment.

Our curriculum has been planned not so much to make specialists in any particular department as to give accurate training, symmetrical development and broad culture and thus prepare the student to subsequently take up with success the technical training preliminary to any of the professions. Our two regular courses, Bachelor of Arts and Bachelor of Letters, have been specially designed for this purpose and will compare favorably with those of the average Southern college. It is hoped soon to add a Bachelor of Science course of similar compass. The former high standard of our regular courses has been maintained, but at the same time the curriculum, especially in the High School department, has been somewhat broadened so as to give those who can go no further some preparation for practical life. The work in theoretical and practical elocution has been enlarged, and through the kindness of a friend of the Seminary an elegant gold medal has been offered for the highest proficiency in this department. The

new lower class, which was added to the High School department two years ago, has been made a permanent feature of the institution and has been found to be a valuable addition. It offers the advantages of the Seminary to many meritorious students from localities not highly favored with educational facilities and also brings students sooner into line with the plan and methods of our work. A further addition has been made in the shape of a course in Normal training, so that the High School department now has three regular courses—the Classical course, the Business course and the Normal course. This last course is not intended to take the place of that offered in Normal Schools, but is especially designed by giving them the needed preliminary training in Pedagogy and School Management to qualify more thoroughly for teaching in the public schools of the State those of our students who have finished our High School course in other subjects and are unable for any reason to pursue their education further. These courses, together with those in elementary science and the commercial branches make our High School department in itself somewhat well-rounded, furnishing as it does the elements of a fairly good English education to those who for lack of time or means cannot go further, and so posting them well in the affairs of every day life and qualifying them well for intelligent citizenship. We believe in upholding a high standard of college degrees and never confer them unless all our requirements have been complied with, and as many of our advanced students are compelled to drop out of their classes from lack of means and similar reasons, we have granted but one degree, that of Bachelor of Arts, in the last two years. We expect, however, to have several graduates at our coming commencement and a considerably larger number another year. Certificates of proficiency are conferred upon all those desiring them who complete any of the courses of our High School department. We endeavor as far as possible to make of our students broad-minded men and women, whether they obtain college degrees or not.

Some much needed improvements have been made during the past year in our chemical and physical laboratories, but our equipment in these respects could still be made much more desirable as could also our complement of school furniture and especially the size and scope of our library.

The income of the Seminary is some what variable, owing to the variable returns from the Westcott estate, part of its endowment. The amount received from this source has been larger the past year than can be always expected. The amount realized from the incidental fee of $5 per half year,

which is the only charge connected with attendance at the Seminary, also varies in regard to the whole number of students, as some of these attend only part of the year. Our income and expenses for the last scholastic year were in general as follows:

Seminary Fund about	$2,800
Westcott Fund about	2,000
Incidental fees about	800
Total	$5,600

EXPENSES.

Salaries of faculty	$5,900
Salary of Treasurer	100
Incidentals	600
Total	$6,600

It will be seen from this statement that our expenses exceeded our income by $1,000. The deficiency was supplied by Legislative appropriation. Our expenses the present session will be somewhat greater, but we have the satifaction of knowing that with them increases our capability of doing good. They are quite an accurate measure proportionally of our usefulness to society and the State.

Respectfully submitted,

A. F. Lewis,
President.

EAST FLORIDA SEMINARY.

No report was made to me by the Board of Visitors, but Col. E. P. Cater, Superintendent of the East Florida Seminary, in reply to a letter from me, forwarded the accompanying report. It is so full in every particular, save that it fails to give adequate idea of the school building proper, and to give the financial statement for the school year 1892–93, that it is rendered unnecessary for me to do more than to ask careful consideration of the various items of which it treats, to-wit:

1. Attendance for the past two school years, and for the first half of the year 1894–95.
2. Courses of instruction.
3. The faculty, and salaries paid each.
4. The dormitory, the cost and arrangements for boarding —the *instructors living with the pupils.*

5. Receipts and expenditures.

6. Petition for continuance by Legislature of present appropriation.

7. Recommendation that a regular graded system and course of instruction be adopted for the two Seminaries and the Agricultural College.

I will add, that in absence of Legislative appropriation, the expenditures of the school exceeded its receipts in the year 1892–93. The school building proper is a substantial brick structure, and is among the best adapted for school work in the South.

EAST FLORIDA SEMINARY,
GAINESVILLE, FLA., Jan. 24, 1894.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—In compliance with your request, I submit the following report of various matters connected with East Floriday Seminary for the two annual sessions ending May 30, 1895:

I. ANNUAL SESSION ENDING MAY 23, 1894.

Enrollment: Male students, 44; female students, 42; total, 86.

Resident students, 47; non-resident, 37; total, 86.

The non-resident students represent thirteen counties of Florida and one State other than Florida.

The number of graduates in the class of '94 was eight.

II. ANNUAL SESSION ENDING MAY 30, 1895.

Enrollment: Male students, 50; female students, 35; total, 85.

Resident students, 44; non-resident students, 41; total, 85.

The non-resident students represent eleven counties of Florida and three States other than Florida.

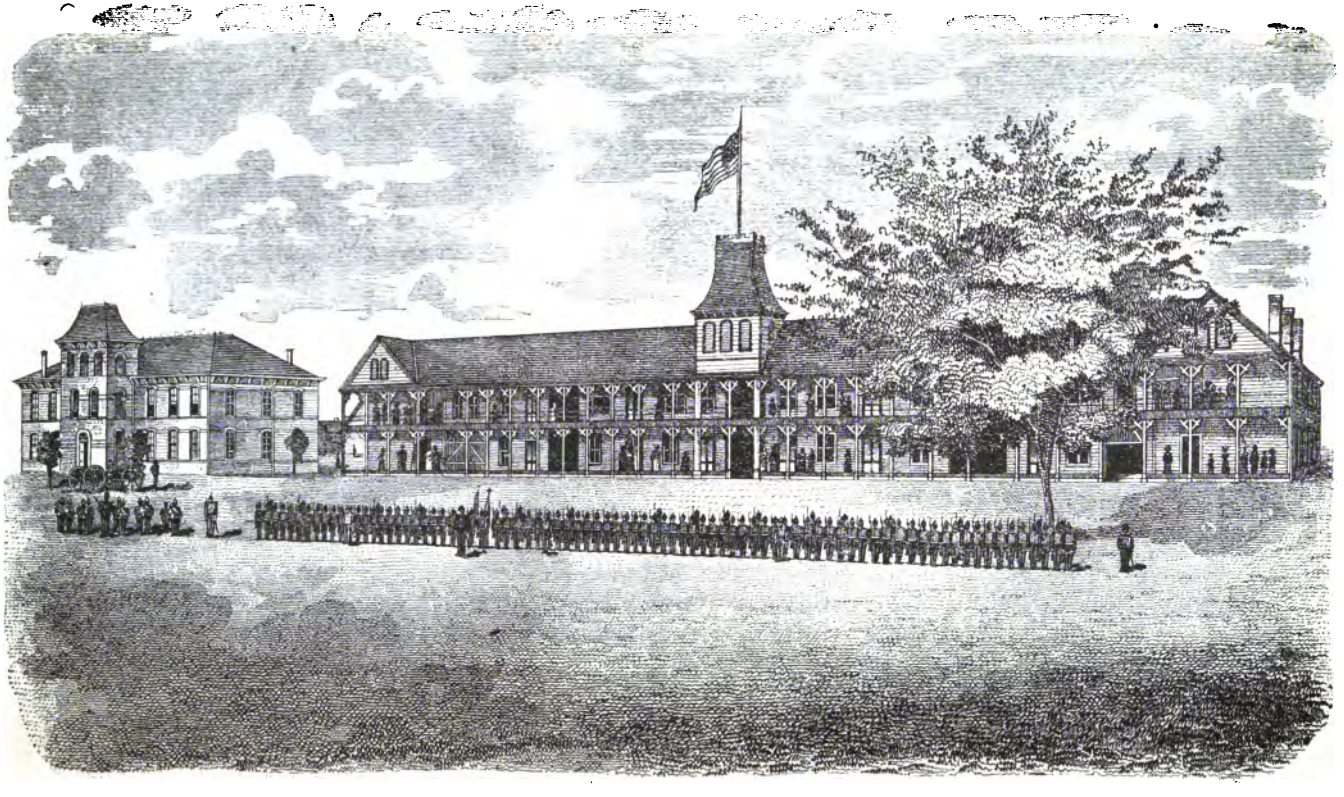
(The enrollment for '94-'95 is up to January '95. Additional students are usually received in February).

The graduating class of '95 number 14.

COURSES OF INSTRUCTION.

The branches of study taught at the East Florida Seminary are grouped under the following departments:

(*a*) Mathematics: Comprising Arithmetic, Algebra, Plane Geometry, Plane Trigonometry, Plane Surveying, Commercial Arithmetic, Book-keeping, Drawing.



EAST FLORIDA SEMINARY—GAINESVILLE.

(*b*) Physical Science: Comprising Political and Descriptive Geography, Physical Geography, Physiology and Hygine, Physics, Chemistry, Geology and Astronomy.

(*c*) History and English Language: Comprising History of the United States, General History, English Grammar, Rhetoric, Literature, Logic, Elocution, Composition.

(*d*) Latin Language: Comprising a two years' course in Latin.

(*e*) Military Science and Tactics: Comprising Principles of Military Science and the Tactics of the Two Arms of the Service.

ACADEMIC BOARD FOR 1894–'95.

Col. Edwin P. Cater, A. M., Superintendent, Mathematics, Latin; Salary	$1,200
Lieut.-Col. Nathan H. Barnes, Ph. D., First Lieutenant U. S. Navy (retired), Commandant, Military Science, Natural Science; Salary	800
Maj. Wilbur L. Floyd (Graduate South Carolina Military Academy), English Language and Literature, Salary	800
Maj. T. S. Lucas (Eleve United States Military Academy), Mathematics, History, Geography; Salary	800

MESS-HALL.

Mrs. S. E. Capers, Matron-in-charge.

ARRANGEMENTS FOR BOARDING—BARRACKS OR DORMITORY.

This building, erected in the fall of 1886, is a quadrangle, two stories in height, one hundred and ninety-seven feet long and ninety feet wide, inclosing an open court one hundred and fifty-three feet long and fifty-six feet wide.

There are forty-five rooms for students (each room being twelve by fourteen feet, with two windows, a flue for heating, and a door opening upon a veranda), furnished with two neat single bedsteads, six by three feet.

The mess-hall is sixty by twenty-two feet, and is neatly furnished.

There are fourteen rooms for teachers and for use as offices.

All rooms in both stories open upon eight-feet verandas, which pass entirely around the building,

There are two annexes; one in the rear of the east end, containing the kitchen; and one in the rear of the west end, containing bath-rooms in the lower story, and, in the upper story, rooms for an infirmary.

The building is ceiled, plastered and painted throughout.

A carefully constructed cistern secures an abundant supply of pure water.

In this dormitory building the teachers and all non-resident male students have their rooms, eat in the same hall, and constitute one large family.

The building is so arranged as to render illegal absence from quarters almost impossible.

Both buildings are lighted by gas, and the dormitory is connected with the city system of water-works.

Board, including lights, fuel and washing costs, for the entire annual session, $120. Instructors and students pay the same prices for board and partake of the same fare

FINANCIAL STATEMENT, SESSION 1893-94.

I. INCOME FROM ALL SOURCES.

January, 1894, interest on bonds	$1,750 50
July, 1894, interest on bonds	1,149 00
Appropriation for 1893, last 6 months	1,000 00
Appropriation for 1894	2,000 00
Seminary fees	616 12
	$6,519 62

II. EXPENSES.

Salaries (including salary of Treasurer)	$3,340 00
Wages of janitor, scavenger, etc	227 15
Furniture for Cadets' rooms	227 04
Insurance	113 75
Advertising	63 75
Repairs	63 75
Agents, canvassing, etc	160 00
Catalogues, postage, and stationery	166 38
Printing	5 75
Gas and Fuel	33 31
Miscellaneous	16 86
Paid on debt	2,101 88
	$6,519 62

FINANCIAL STATEMENT, SESSION 1894–95.

I. INCOME FROM ALL SOURCES.

January, 1895, Interest on bonds	$1,754 50
July, 1895, interest on bonds	1,149 00
Appropriation for 1895, first 6 months	1,000 00
Seminary fees	860 00
	$4,763 50

II. EXPENSES.

Salaries as above	$3,650 00
Wages as above	240 00
Insurance, gas, fuel, etc	300 00
Water connection	100 00
Catalogue, stationery, advertising, etc	250 00
Payment on debt	223 50
	$4,763 50

It is earnestly hoped that the Legislature of 1895 will continue the appropriations made by the Legislature of 1893, so that the Seminary may be able to continue to furnish educational facilities to the youth of South and East Florida at the same moderate cost as during the past two sessions.

In nearly every county of the sections indicated may be found persons of both sexes who have received their education at this Seminary occupying positions of trust and usefulness, and illustrating the value of the training they have received at this State school.

In this connection I ask attention to the following statements from the present State Superintendent, and from his predecessor, Major Russell:

From Hon. W. N. Sheats, State Superintendent Public Instruction:

"I have watched the course of the East Florida Seminary for years, and do not hesitate to say that I consider it one of the best, if not the very best of our State institutions. I have been particularly impressed with the moral influence of this school. In this regard, I am quite sure that it is not excelled, if equalled, by any other school in the State. In location, it certainly has the undisputed advantage of them all. Judged by the work it has done, at last the only real test of worth, it stands, beyond doubt or question, at the very 'head and front' of our State educational institutions."

From Hon. A. J. Russell, ex-State Superintendent Public Instruction:

"This admirable Seminary is one of the finest schools in the State, and has, for years, been a blessing to the people. Hundreds of young men and young women have been sent out to their homes, who have entered the greater responsibilities and duties of active life; have reflected honor and credit upon the Seminary; are doing good work in the various departments of the great hive of human industry and are an honor to the State."

The income from the interest fund is not sufficient to keep the school up to its present grade, and unless that income is supplemented by a State appropriation there must be retrenchment and consequent retrogression.

Furthermore, there is absolute necessity for repairs on the Barracks building and on the fences, and these repairs cannot be made with the limited means at the command of the Seminary Board.

I beg leave to suggest that it would add greatly to the success and efficiency of our State institutions if a regular graded system and course of instruction could be arranged for the two Seminaries and the Agricultural College, prescribing what studies should be pursued at the College and what at the Seminaries.

For instance, a course of study for six or eight classes, covering as many years' work, could be provided for, the lower classes to be taught at the Seminaries and the higher at the College.

Such a course could easily be formulated by a committee from the three Boards of Education.

It would seem that such an arrangement would bring our State institutions into sympathy as well as unity, would do away with all jealousy and friction, and would necessarily result in greater good to a greater number of the youth of Florida.

In conclusion, I am glad to be able to report that good work is being done the present session by both instructors and students, and that the prospects for even greater prosperity and usefulness are very bright.

Thanking you for your interest in this State school, and assuring you of our sympathy in your efforts to advance the educational interest of Florida, I am,

Very truly yours,

EDWIN P. CATER,

Superintendent East Florida Seminary.

FLORIDA STATE NORMAL COLLEGE.

There were in attendance at the State Normal School for whites, located at DeFuniak Springs in Walton, during the school year 1892-'93, 127 students. There were 2 graduates for that year. The number of instructors were four; H. N. Felkel, Principal, with S. D. Cawthon, Misses Victoria Hulse and Jennie Grant, as Assistants.

The total cost of the school to the State for that year was $3,830.79.

Principal Felkel declined re-election to accept the management of the Deaf Mute Institute.

The faculty for the year 1893-'94 was composed of Dr. C. P. Walker, as Principal, S. D. Cawthon, Miss Victoria Hulse and Mrs. L. O. Reeves as Assistants.

I was present and witnessed the closing exercises of the school, delivering an address upon that occasion.

The request for a report from the Principal for that year brought forth the following tabulated statement showing the number in attendance, the sex and number of graduates, the course of study pursued by all the pupils of the school, and the cost of the school to the State.

Accompanying his report was a letter from the Principal in which he states: "In accordance with your request I inclose Report of State Normal College for Whites for year ending May 28, 1894. Not having been associated with the college during the preceding year I am unable to make any report for that year. I trust the report I send you will prove sufficient.

The college building is in good condition, but not large enough for the accommodation of the large number of students in attendance. The partition between the two large rooms has been taken away giving sufficient room for seating 120 pupils, but the recitation rooms are too small to receive class "D." We need larger rooms.

Accommodations for boarding and lodging are very inferior. So uncomfortable in fact that students do not like to stay in the Dormitories. I receive letters frequently from South Florida making inquiry about the boarding departments, expressing unwillingness to attend, if the students are forced to board in the Dormitories. I consider the building where the young ladies board as unsafe in stormy weather. It is an old structure without blinds, and with nothing to break the dull monotony of bare walls and rough floors. There are at present only six young ladies boarding in it and they would not be in it if they had other quarters. Most of the boarding pupils

are in private families. I must say that the inferior accommodations furnished by the State militate against the success of the school.

We have in attendance now (January 22, 1895,) 117 pupils and many others to come in the first of February. We shall be forced to deny their admission on account of lack of room. The larger portion are boarding pupils, twenty counties are represented. Our first examination begins Monday."

I am well aware that the boarding accommodations as detailed by Presideut Walker are entirely inadequate to the demands of the institution. And though this is the only Normal School under State auspices for the education of whites and belongs equally to and is entitled to patronage from every part of the State, its accommodations must be made equal to those of other institutions of high grade in the State or the enterprise had better be abandoned or will ultimately have to be abandoned, unless it be the design to make a mere local school out of it.

Sufficient means should be provided to make its boarding department at least equal to that furnished the girls, department of the Normal College for Colored Students. A Legislative Committee is asked to investigate the wants of this institution.

The following is President Walker's report:

Report of State Normal College for Whites for Year Ending May 28, 1894.

Enrollment		Graduates		Teachers.		Course of Study.	Grade "A."		Grad "B."		Grade "C."		Grade "D"		Funds Appropriated by State.	Salaries.	Repairs.	Incidental Expenses.
Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.				
59	48		4	2	2			5	3	3	14	13	43	26	$5,000 00	$3,600 00	$,050 00	$350
						English and American Lit.		5	1									
						Chemistry		5										
						Civil Government		5							Florida School Law by Secs.			
						Trigonometry		5										
						Latin—Virgil		5	3	3	14	13	22	15				
						Astronomy		5										
						Physical Geography		5										
59	48					Bible		5	3	3	14	13	43	26				
						General History		5	2									
						Zoology		5										
						Botany		5										
59	48					Psychology		5	3	3	14	13	43	26	By lecture weekly.			
59	48					Pedagogy		5	3	3	14	13	43	26	By lecture weekly.			
						English History			3	3	14	13						
						Physics			3	3								
						Arithmetic					14	13	43	26	Whole school review—frequent.			
59	48					Algebra		5	3	3	14	13	43	26				
						Mythology			3	3								
						Rhetoric					14	13						
						English Grammar		5	3	3	14	13	43	26	Reviews frequent.			
						Physiology					14	13	43	26	Lecture.			
						Bookkeeping					14	13						
						U. S. History							43	26				
						Geography							43	26				
						Penmanship							43	26				
						Orthography							43	26				
						Drawing			3	3	14	13	45	26				
						Calisthenics		5		5		13		26				
						Geometry		5	3	5	14	13						

STATE NORMAL AND INDUSTRIAL COLLEGE FOR COLORED STUDENTS.

The following report of President T. DeS. Tucker is so full in every respect as to the attendance, departments, courses of study, the cost and sources from which the funds are derived for running this institution, that I deem it unnecessary for one word to be added on these points.

I will add that I attended the closing examinations in June last, and besides being gratified, I was even surprised at the degree of proficiency attained by the students of this school in all the departments.

I also attended their closing exhibition in the Opera House and, with other Cabinet officers, delivered a short address. The music, vocal and instrumental, essays and speeches by the pupils would have done credit to students of any race of any school of similar grade.

The girls' dormitory was completed, in part, during the year at a cost out of State appropriation of little upwards of $6,000. It is hoped that funds will be provided to carry out the original plan and to complete this domitory as designed as soon as practicable.

The prices of cotton and the consequent great financial depression in the State seriously effect the attendance upon this institution at the immediate presen .

FLORIDA STATE NORMAL AND INDUSTRIAL COLLEGE FOR COLORED STUDENTS.

TALLAHASSEE, FLA., Jan. 28, 1895.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

SIR—I herein submit a report, since my last of October 22, '92, of the Florida State Normal and Industrial College for Colored Students:

The material improvements of the school in its new and attractive location on the commanding hill, one mile south of the Capitol, have kept pace with the other necessary features of a growing school of learning. The most pressing need which has been a standing bar to the decided growth of the school, has been met in the erection of a part of a substantial and commodious building which is to serve as a residence for female students coming from localities outside of Tallahassee. During the sessions of '92–'93 and '93–'94, many female ap-

plicants, in consequence of the lack of accommodations, were often refused. The unfavorable impression created by the inability of the school to receive all applying for a home while here in the prosecution of their studies, is partly bearing fruit in the diminished number of the girls in attendance at this session. Whenever the new hall is completed, which, it is hoped, may be the case during the next summer, the institution will then have ample room for its female students for many years to come.

In the summer of 1892, the grounds were connected with the city gas works and pipes carried into all parts of the premises where they are needed. In the summer last past, the pressing water demand of the school was met by connection with the city water-works. Our agricultural work and other operations so largely dependent on water, and which, till lately, have often suffered and occasioned much expenditure of time, labor and money, will hereafter be conducted with success, regardless of droughts.

I regret that I have as yet been unable to get a photograph of the buildings so that I could have a cut of them in this report.

The chief aim in the training of the scholars, in every department, is *thoroughness*. The public money would be worse than thrown away, if scholars are to be given certificates of fitness, as teachers based on superficial instruction. Every part of the literary phase of the school's work is sustained by teachers as conscientious to duty, as they are well-equipped for their respective departments. The following is the

LITERARY COURSE.

The Literary department comprises Academic, Preparatory and Normal courses.

The Academic course is composed of three divisions, known as the First, Second and Third years. Applicants should have a knowledge of arithmetic, through fractions, and a fair proficiency in English grammar, geography and United States history, be able to write legibly and be of good moral character and sound health. This course covers a period of three years and is designed only for those whose previous opportunities may have been limited, or whose acquirements may prove, in the preliminary examination, to be superficial.

The Preparatory course is composed of two divisions, known as the Junior and Senior Years. It is intermediate between the Academic and Normal courses, and is designed for those who

have completed the Academic course satisfactorily, or who have passed an examination satisfactory to the Faculty in the required studies.

The Normal course covers a period of two years. To enter this deparment applicants must be sixteen years of age, be thoroughly grounded in all the common school branches of study, and pass an examination in all the intermediate studies of the Academic and Preparatory courses, and possess the requisite moral and physical qualifications. Graduates from this course receive regular diplomas and the degree of Licentiate of Instruction. No student is allowed to graduate without taking the full two years course.

Special attention is given to instruction in the natural sciences. The services of an accomplished physicist have been secured, and investigation in this rapidly widening field of human research is made a specialty. With a well-equipped laboratory at command and the skillful guidance of a specialist, students have exceptional advantages.

I herewith append the

INDUSTRIAL COURSE.

This comprises at present the Mechanical, Agricultural and Dairy departments. It is desirable, as soon as possible, to add other departments, especially for the girls.

The Mechanical department is under the control of a thoroughly educated and skilled mechanic and experienced teacher. The course of study covers a course of five years. All graduates from the full course will receive the degree of M. E. The training includes exercises in carpentry, cabinet-making, wood-turning, pattern-making, moulding, casting, forging, brazing, soldering, tempering, chipping, filing and general machine shop work. The course also embraces a number of finished articles.

Instruction is given in the proper care of steam engines and boilers and in mechanical drawing throughout the whole course.

The equipment of the wood room is as follows:

One ten-horse power horizontal engine and boiler, one circular saw, one band saw, one jig saw, one grindstone, one planing machine, one boring machine, one shaper, one speed lathe (twelve-foot bed, fourteen-inch swing), six speed lathes, (three-foot beds, eight-inch swing), twenty cabinet-makers' benches, bench and turning tools for twenty-seven boys. Much of the furniture in use in the school is made in this department.

AGRICULTURAL DEPARTMENT.

The Department of Agriculture is comprehensive in its scope, embracing the culture of all the semi-tropical field crops, gardening, fruit-growing, dairy husbandry, rearing of live stock, poultry and drainage.

This department in all its branches is under the immediate supervision and direction of the Professor of Agriculture, and affords the best facilities to illustrate by actual practice the theories taught in the class-room. Agriculture in its several branches is taught as an applied science. Lectures by the Professor of Agriculture upon the science of agriculture are delivered to the sections daily. The students are then taken to the field, where the practical application of the scientific principles taught are demonstrated.

The enrollment for '92–'93 was: Males, 31; females, 44; total, 75. For '93–'94: Males, 27; females, 52; total, 79. The number of graduates is 11 with the degree of Licentiate Instruction conferred. The number in the Faculty in '92–'93 was 8, to whom was paid an aggregate salary of $5.800. The number in the Faculty in '93–'94 was 9, to whom was paid an aggregate salary of $6,100. The school obtains its revenue from two sources—the State of Florida and the United States. The State appropriation is available only for such purposes as are not provided for from the other source. Not having the disbursement of this fund, I am unable to state amount expended.

The Federal appropriation, derived from what is known as the Morrill Bill Fund, was for '92–'93, $9,000; for '93–'94, $9.500. Incidental expenses outside of salaries, covering machinery, apparatus, hardware, and all other material entering into the necessary consumption of every department was for '92–'94, $6,600.

All students coming from sections outside of Tallahassee required to board and reside on the grounds. The board includes room, bed, fuel and light at a cost of $7 per month, just about sufficient to cover actual expenses.

The work of the school is known to the entire community among whom it is carried on, and speaks for itself, and I close this report without comment, all of which is respectfully submitted.

T. DeS. Tucker, President.

INSTITUTE FOR THE DEAF AND THE BLIND.

This one of the State's educational institutions receives most thoughtful and generous consideration at the hands of the State, in that it is for a most unfortunate class of her citizens.

The equipment is very comfortable and complete in all its arrangements as a home and a school. Board, clothing, tuition, books and medical attention for the indigent is all furnished at State expense for all of this class of unfortunates that can be found and induced to attend this institution, regardless of sex, race or previous condition—separate but equal instruction and accommodations being provided for the races.

Wm. A. Caldwell was principal for the school year 1892-93, his term of office expiring with the close of the scholastic duties of that year. The attendance for that year reached an enrollment of 62 pupils, though several were in attendance who had no right to be, as the law limits attendance to those between six and twenty-one years of age. The entire cost of the institution for that year was $10, 779.75.

The report of Principal Felkel as published below is so complete that it would be superfluous to add another word, further than to invite the most thoughtful consideration of Your Excellency and of the Legislature to the recommendations contained in the report.

INSTITUTE FOR THE BLIND, DEAF AND DUMB.

ST. AUGUSTINE, FLA., January 31, 1895.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.:

DEAR SIR—Yours requesting a report of this institution from the time I took charge as principal to this date, is received. I assumed control on the 23d day of June, 1893, and employed myself until the opening of the scholastic session, October 1, in studying the methods of educating the deaf and the blind, and in securing suitable teachers for the year.

The following constituted the corps of instructors for the year 1893–4:

Miss Candace A. Yendes, Teacher of Speech.
Miss Blanche H. Buxton, Manual Teacher of the Deaf.
Miss Eola Richie, Teacher of the White Blind.
Miss Maggie A. Brooks, Manual Teacher Colored Blind.
Mr. Charles Lizziemore, Teacher Colored Blind.
Mr. Alfred L. Kent, Teacher of Printing.

Mr. Andrew Thompson, Teacher Carpentry and Gardening.

During this year, 1893–4, there were enrolled forty-nine pupils, of which number forty were deaf and nine blind. There were expended for all purposes, $8,038.90, making an average for each pupil of $164.05.

The following are the names of the teachers for the current year:

Miss Candace A. Yendes, Teacher of Speech.
Miss Belle Howard, Manual Teacher of Deaf.
Miss Mary P. Holland, Teacher of White Blind.
Miss Maggie A. Brooks, Teacher of Colored Deaf.
Mr. Alfred L. Kent, Teacher of Printing.
Mr. William Lang, Teacher of Carpentry and Gardening.

The number of pupils enrolled to date is fifty-one, forty-three deaf and eight blind.

I would respectfully recommend the following:

1. That the law more clearly define the duties of the counties as to the payment of the transportation of non-paying pupils. The law as originally framed seemed to contemplate providing a permanent asylum for the deaf and the blind, and with that view made it the duty of the counties to pay the transportation of children to the institution. The statute may be, indeed has been, construed to mean the payment of transportation on the first admission of the non-paying student. As a matter of fact the institution is not an asylum or even a permanent home for those who are admitted. The school is operated for only eight months of the year, and the students are sent to their homes to spend the vacation. On account of the construction of the law referred to, some of the poorer students have not had the means to return to the school, and have therefore been deprived of its privileges.

2. The length of the session ought to be increased at least one month. Other schools of a similar character have a nine months' term —some as many as ten months—during the year. It is well known how much the ordinary hearing or seeing child loses during a long vacation. In the case of the deaf or blind, however, the loss is very much greater, so as a matter of economy to the State it would be better to increase the school term.

3. The school has grown to such dimensions as to make it necessary to increase our dormitory room. Both dormitories for white students are overcrowded, and as a sanitary precaution more room should be provided.

4. The institution should by all means have a hospital or apartments, separated from the dormitories, for pupils who

are ill. This is required not only to furnish more quiet surroundings for the sick, but as a guard against contagion for those who are well.

Respectfully submitted,

H. N. FELKEL,

Principal Florida Institute for the Blind, and Deaf and Dumb.

PRIVATE AND DENOMINAL INSTITUTIONS.

As a matter of courtesy, and also to advertise properly the opportunities for higher education in the State, I have thought proper to give brief space to such of the leading Private and Denominational schools of higher grade, as desired it. The following reports were received in answer to a circular sent out to such institutions last November.

JOHN B. STETSON UNIVERSITY,

DELAND, FLA., Jan. 29, 1895.

Hon. W. N. Sheats, Tallahassee, Fla.

MY DEAR SIR: Your valued favor of the 19th inst. was duly received and noted. In reply we beg to make to you the following report as per your request:

The University has been favored with a steady, sustained growth during the two school years ending June 1, 1894. In February, 1893, Mr. John B. Stetson presented to the University the two magnificant buildings, Elizabeth Hall, so named in honor of his wife, and Chaudoin Hall, the dormitory for the young ladies, named after Dr. W. N. Chaudoin, the honored President of the Florida Baptist State Convention. These buildings are among the finest of their class, and Chaudoin Hall has lately received the very valuable addition of a beautiful dining room, capable of seating 300 students, and an excellent kitchen arrangement.

During the year 1892 and 1893 we have registered—

Males	87
Females	116
Total	203

SUMMARY OF COURSES 1892-93.

College—

Senior Class	1

Sophomore Class	1
Freshman Class	1
Academy—	
Fourth Year	9
Third Year	16
Second Year	27
First Year	37
Preparatory A	40
Preparatory B	16
Commercial Course	2
Special	22
Normal Department	4
Music Department	
Voice	22
Piano	42
Theory and Harmony	15
Organ	1
Art Department	24
Total	280
Mentioned more than once	77
Whole number enrolled	203

CLASS OF 1893.

College Department—	
Classical Course	1
Academic Department—	
Classical and L. S. Course	3
General Course	2
Normal Course	2
Total	8

Faculty	16 Teachers
Salary	$10,398 00
Total Receipts	19,861 08
Net expenditures for year including salaries of teachers	19,102 51

THE YEAR 1893 AND 1894.

Males	119
Females	114
Total	233

ELIZABETH HALL.

SUMMARY OF COURSES.

College—	
Junior Class	1
Sophomore Class	1
Freshman Class	3
Academy—	
Fourth Year	8
Third Year	25
Second Year	29
First Year	45
Preparatory—A	59
Preparatory—B	23
Special	22
Normal Department	1
Music Department—	
Voice	16
Piano	49
Theory and Harmony	14
Organ	1
Art Department	11
Total	308
Mentioned more than once	75
Whole number enrolled	233

GRADUATES, MAY 1894.

Academic—	
Classical	2
Latin Scientific	1
General	3
Normal Department	1
Music—	
Piano	1
Voice	1
Total	9

Faculty	20 Teachers
Amount paid to Faculty	$15,628 00
Total Receipts	30,744 13
Net expenditures including salaries of Faculty	30,671 18

Very truly yours,

J. F. FORBES,
President.

FLORIDA CONFERENCE COLLEGE.

LEESBURG, FLA.

Enrollment, 1893—Males, 53; females, 57.
Enrollment, 1894—Males, 46; females, 59.
Graduates, 1893—Males. 2; females, 3.
Graduates. 1894—Males, 3; females, 4.
Degrees, 1893—A.B., 2; B.S., 3.
Degrees, 1894—A.M.. 3; B. S., 1; B. L., 1; M. E. L., 1.

SOURCE OF REVENUE—TUITION.

FACULTY AND OFFICERS, 1894–95.

Rev. W. F. Melton, L. I., A. M., President, Professor of Mental and Moral Science and Biblical Literature (University of Nashville, P. N. C.).

Rev. Homer Bush, A. B., Vice-President, (Emory), Professor of Higher Mathematics and Natural Science.

Rev. Henry F. Harris, A. B., (Emory), Professor of Ancient and Modern Languages.

John J. Williams, B.S., Secretary, (Jasper Normal Institute), Professor of Mathematics, History, English, and Commercial Course.

Miss Furlow Anderson, (New England Conservatory), Vocal and Instrumental Music.

Miss Clara V. Keesling, B. S., (Cooper Art School, N. Y.), Director of Art.

Victor Knight, Librarian.

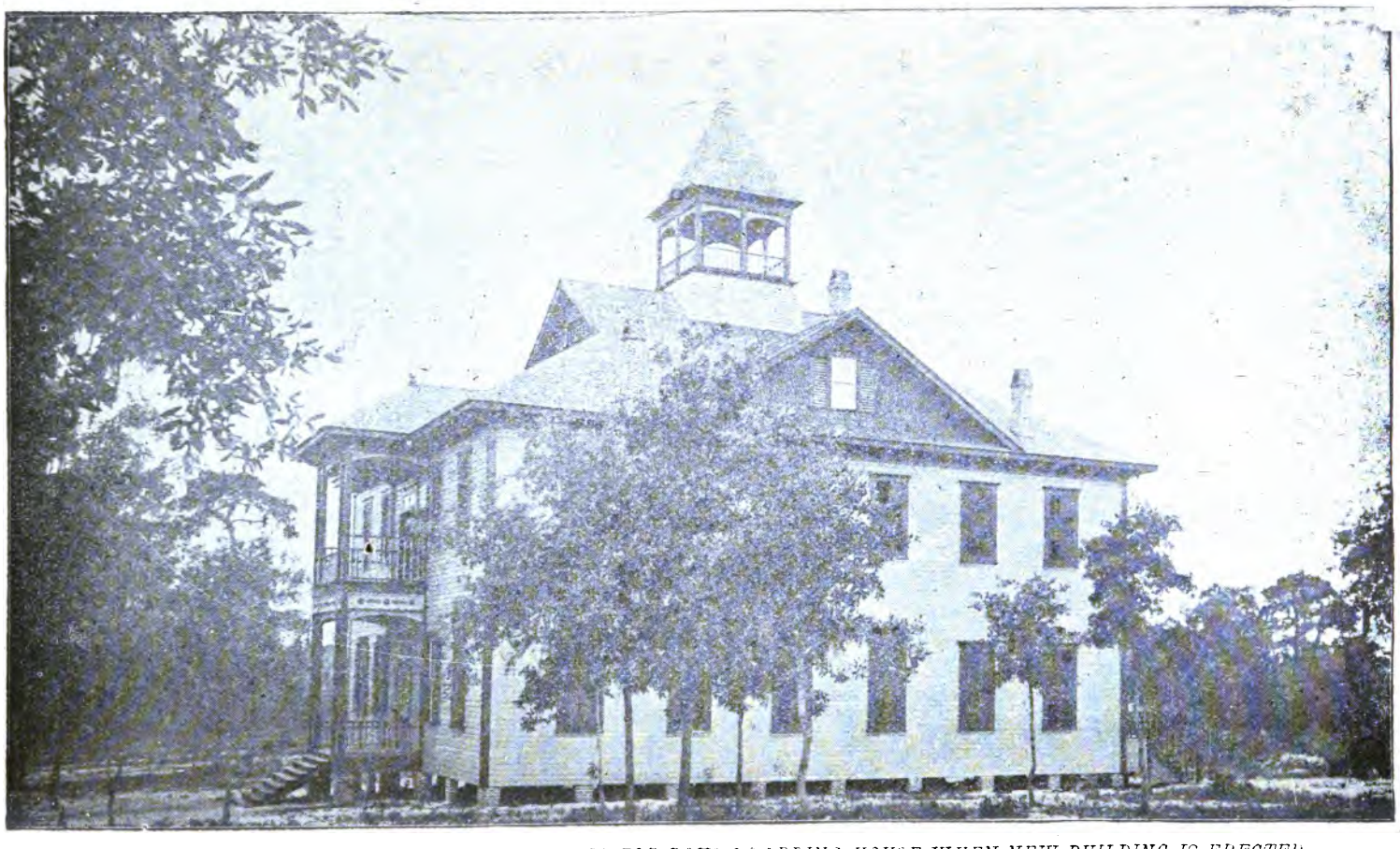
Miss Mary Knight, Assistant Librarian.

HOME DEPARTMENTS.

Manager "College Home," President Melton.
Lady Principal, Mrs. Melton.
Matron (to be employed).
Manager "The Hall," Wm. Kirkwood.
Matron, Mrs. Kirkwood.

"College Home" will accommodate 60 girls, $12 a scholastic month.

"The Hall" will accommodate 60 boys, $10 a scholastic month.



TEMPORARY COLLEGE BUILDING, TO BE USED FOR BOYS BOARDING HOUSE WHEN NEW BUILDING IS ERECTED.

COURSE OF STUDY, REVISED FOR 1894–5.

SUB-FRESHMAN DEPARTMENT.

FIRST CLASS.

English: Orthography, Fifth Reader, English Grammar, Grammar School Geography.
The Bible: Selected Lessons.
Mathematics: Grammar School Arithmetic.
Latin: Beginner's Book.
Exercises: Composition, Penmanship, Class Singing.

SECOND CLASS.

English: United States History, English Grammar, Supplementary Reading.
The Bible: Selected Lessons.
Mathematics: High School Arithmetic, School Algebra (to Quadratics).
Latin: Beginner's Book, Gate to Cæsar.
Greek: First Lessons, Grammar.
Exercises: Same as in First Class.

COLLEGIATE DEPARTMENT.

FRESHMAN CLASS.

English: Rhetoric, English History.
The Bible: Patriarchal and Early Jewish History.
Mathematics: College Algebra, Geometry (to Book VII).
Latin: Cæsar's Gallic Wars, Virgil's Aeneid, Grammar.
Greek: Xenophon's Anabasis, Heroditus, New Testament, Grammar.
Natural Science: Botany.
Exercises: Same as Sub-Freshman.

SOPHOMORE CLASS.

English: English Literature, General History, Classics.
The Bible: Hebrew History Completed, Poetical and Prophetic Books.
Mathematics: Geometry, Trigonometry, Surveying.
Latin: Cicero's Orations, Horace's Odes, Grammar.
Greek: Homer's Illiad, Plato, Prose Composition, Grammar.
Natural Science: Physiology, Physical Geography.
Exercises: Same as Freshman.

JUNIOR CLASS.

English: Anglo-Saxon Primer, Faery Queen, Classics, Logic.

The Bible: The Life of Christ and The Acts of the Apostles.

Mathematics: Analytical Geometry, Differential and Integral Calculus.

Latin: Livy, Tacitus, Grammar.

Greek: Demosthenes, Sophocles.

Natural Science: Physics, Zoology.

Political and Social Science: Political Economy.

French: Grammar, Verbs, Readings.

Spanish and German: Shorter Courses, First and Second Readers.

SENIOR CLASS.

English: Anglo-Saxon Reader, Chaucer's Prologue, Classics.

The Bible: Propagation of the Gospel.

Mathematics: Mechanics, Astronomy.

Natural Science: Chemistry, Geology.

Metaphysics: Psychology, Evidences of Christianity.

Political and Social Science: Civil Government.

Greek: History of Greek Philosophy, Lectures on Platonic Philosophy.

French: Grammar, Part II., Classics.

German: Grammar, Readings.

Spanish: Grammar, Classics.

TEXT-BOOKS USED.

Algebra—Wentworth.
Arithmetic—Wentworth.
Astronomy—Young.
Chemistry—Williams.
Geography—Swinton.
Georgraphy (Physical), Maury.
Grammar—Tarbell, Lee and Hadley.
Geology—LeConte.
Geometry—Wentworth.
Greek Grammar—Goodwin.
Greek Anabasis — Goodwin and White.
History, General—Meyers.
Latin, Beginners' Book—Collar and Daniel.
Latin, Cæsar — Allen and Greenough.
Latin, Cicero — Allen and Greenough.
Latin, Livy—Greenough.
Latin, Tacitus—Allen.
Literature—Brooks.
Logic—Jevons.
Physics—Gage.
Physiology—To be selected.
Psychology — Compayre-Payne.

History, United States—Eggleston.
History, English—Montgomery.
Botany—Gray.
Anglo-Saxon Primer—Sweet.
Faery Queen—Kitchen, Percival.
German—Ahn, Worman.
Latin, Grammar—Allen and Greenough.
Readers—Stickney.
Rhetoric—Lockwood.
Trigonometry—Wentworth.
Zoology—To be selected.
Political Economy — Wayland.
Phonography—Pitman.
Evidence of Christianity—Bond:
French—Otto.
Spanish—DeTornes.

NINTH ANNUAL REPORT OF THE PRESIDENT OF THE FLORIDA CONFERENCE COLLEGE.

(Third under the Present Administration).

The President of the College has the honor to submit the following report for the year 1894:

To the Florida Conference:

The work done last year by our teachers and pupils, and the retaining of the same teachers, has secured for us, in a larger degree than we have ever before enjoyed it, the confidence of the people of Florida.

With gratitude to God we announce that never since the organization of the school in 1886 has there been a death of teacher or pupil in the school, and that nearly all our pupils gain flesh, health and strength while in Leesburg.

Since my last report was submitted several of our teachers have been invited to accept positions elsewhere, of equal academic rank and with larger emoluments. The opportunity to serve the church, where service is most needed and the stimulating presence of a large body of Christian youth from the best homes in Florida, has thus far, deterred any from signifying intention of removal.

THE PATRONAGE.

The enrollment of the present session has already reached 102 (without a primary department) against 75 of this date last year (with a primary department). Exclusive of preachers' children, there are only twenty-five pupils, in the literary department, from Leesburg. Thus it is seen that we have a larger number of new boarding pupils than at any period in

the history of the school. It may be wondered why our Leesburg patronage is so small. The presence of a public High School, with free tuition, necessarily draws some away who would otherwise come to us. We have nine young preachers and eighteen children of preachers.

IMPROVEMENTS.

The College Campus has a neat fence around it which could not have been had but for the generosity of a Presbyterian friend and the industry of our preacher-pupils.

An elegant antique oak case containing fifteen volumes—The International Cyclopedia, complete—was purchased with funds sent from a Congregational friend in far-away Maine.

Brother Arthur Lee, of Leesburg, presented the Library with fifty new volumes. The Alumniæ Association is devoting its attention this year to the Library, and by personal donations and solicitations is adding many valuable works. A large number of small donations have been made from various points in the State. Hon. C. M. Cooper did us the good office of having our Library designated by Congress as a depository for the best publications of the Government. We are receiving them at a rate of 150 volumes a year in library sheep binding. By charging a small fee our pupils now have access to the leading magazines and periodicals of the American press. Brother A. O. Strickland, of Plant City, brother of our T. M., presented the Library with a carpet. With pardonable pride we must let it be known that in two years and a-half our Library has grown from forty-two volumes to more than 2,500 books and magazines, quite two-thirds of this number bound books.

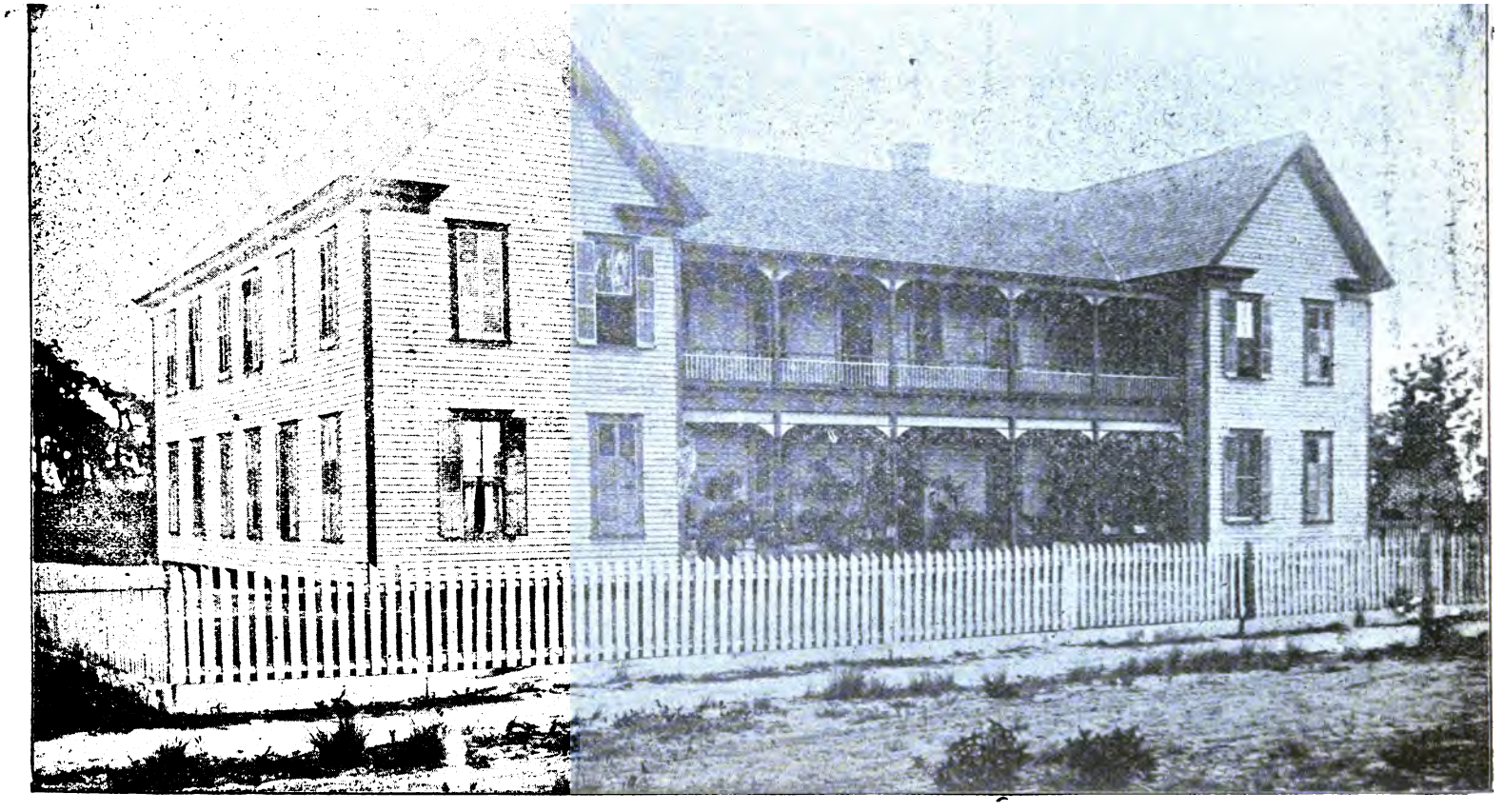
Our Museum, Mineral Cabinet and Laboratory have been added to and improved.

Florida is a rich field for collections, and we trust our preachers and other friends will solicit such curios and minerals as will add to the interest and value of these departments.

Arrangements are being made to convert a hall-way in the College building into a temporary Physical Culture department.

SOCIAL, MORAL AND RELIGIOUS CONDITIONS.

The social life of our College is pure. Our students are, as a rule, a hard-working and orderly body, whose high sense of honor and responsibility make the maintenance of discipline a comparatively easy task. While no special protracted service



COLLEGE HOME.

has been held in our Leesburg church during the year, the revival spirit has been felt all along, and from Sabbath to Sabbath our pupils have presented themselves for prayer and some have been converted and joined the church. Our young men have a "regular old time class meeting" which assembles weekly and enjoys the outpouring of the spirit. Seventy-five of our pupils are members of the M. E. Church, South,—many of them are genuinely pious. Many of those who are not religious are thoughtful and are easily approached on serious lines.

CHANGES.

We have made only such changes as were absolutely necessary for the economical management of the school. "College Home," the boarding place of the young ladies, has been taken charge of by the President. Board at "The Hall" has been reduced one-fourth for the benefit of young men who could not pay the regular rate. A large private residence in charge of Bro. F. E. Steinmeyer is also used as a boarding place for boys, and quite a number of boys have been granted permission to board in Christian families in West Leesburg.

The Primary Department has been suspended, temporarily, because it was not self-sustaining.

The two departments of music have been put in charge of one teacher, with the understanding that an assistant will be employed when needed.

The presence of so many Spanish-speaking people in Florida has caused us to engage a specialist for this department.

The school year has been changed from Four Quarters to Fall Term, of four months, and Spring Term of five months.

We have completely reorganized all our courses of study in order to raise the standard to an equality with the leading colleges of our country. We are now not one whit behind the best. In mathematics our girls go as far as the boys—which is above the requirement of any Southern co-educational or Female College with which we are acquainted.

A SUGGESTION.

Up to this time, the Conference has wisely maintained its relations to the Georgia Colleges, but has the time not come when the child need not longer depend on the parent? Can we not do our work better with our hearts and minds centered on our home institution? For several years we have been independent on the Advocate question, and to-day no better paper is issued within our branch of Methodism than

the Florida Christian Advocate. (Just here there is no impropriety in mentioning that the presence of the Advocate and its editor in Leesburg has been potent in lifting our school to its present status).

We have lost no love for Wesleyan since the death of dear Dr. Bass and the election of his worthy successor, nor for Emory, under the able administration of Dr. Chandler, but as long as we cling to other schools it will appear that we are simply experimenting in Florida, and want something to fall back on, if we fail at home. Our school has passed the experimental station.

No financial support is given to the other schools, why continue in name what we cannot in deed? Our school will be looked upon as a mere training school as long as present relations exist. We take pleasure in acknowledging that we are a training school to Vanderbilt.

Why cannot the Florida Conference, now half a century old, find enough to engage her attention at home?

WHAT WE HOPE SOON TO HAVE.

1. A College building better suited to our demands.
2. The beginning, at least, of an endowment.
3. Patronage sufficient to enable us to relieve our teachers of double duty and to allow them to devote themselves to their specialties.
4. The opportunity of educating more of the children of our preachers.
5. More ground added to our campus.
6. A Gymnasium and a fire-proof Library.
7. A College laundry.
8. Water-works for our buildings and for irrigating our grounds and gardens.

WHAT WE NEED AND SHOULD HAVE AT ONCE.

1. Another boarding house for boys built on the campus. With the present arrangement "College Home" is paying the board of three teachers. If the college could furnish board for all the pupils—all the teachers could be boarded, and more satisfactory attention could be paid to the pupils.

2. An Agent. Not simply a nominal Agent whose time is taken up with his pastoral charge, but one who can devote his whole time and attention to the work. If, the first year, we should realize not one dollar above his salary and traveling expenses, the educational interest created and the patronage secured would more than repay us for the step. After the

District Conferences are over an Agent could make a tour of the North and West, and by judicious advertising, could bring scores of pupils who seek educational advantages in a milder climate, besides bringing the attention of wealthy Methodists to a worthy and needed institution. By all means let us have an Agent.

3. A Loan Fund. Several preachers and laymen have already signified their willingness to contribute to such a fund. If it is the will of the Conference, the President of the College will at once begin to accept and solicit contributions for this purpose.

FURTHER SUGGESTIONS.

1. Let us have a day set apart to be observed as "College Day," when every preacher in the Conference will preach on the subject of Christian education, call attention to our College and solicit the names of those who desire catalogues and information.

2. Let us have a "Preachers' Institute" for all the undergraduates of the Conference. An Institute of this kind was held last summer in Arkansas, and President Miller writes me that the results were most satisfactory. The Institute could embrace the fifth Sunday in June and last two weeks, greatly reduced railroad rates to and from Leesburg could be had, the best talent in the State could be engaged as teachers and lecturers and the young preachers and the College mutually benefitted.

In conclusion, I wish to express thankfulness to God for what he has already done for us, but the work has only been fairly begun.

Our Board of Trustees, at every meeting, is faced and hindered with a debt which should soon be paid off. No set of men, managing an educational institution, has had better success or done more under unfavorable auspices than ours.

Let us sympathize with them, pray for and help them, and all enter on another year with faith and zeal.

W. F. MELTON, President.

JASPER NORMAL INSTITUTE.

During the summer of 1890, a few public spirited citizens of Jasper resolved to establish a good school. They, by private enterprise, erected a large frame building containing

5,100 square feet of floor space. The building was well provided with black boards and was seated with the best make of desks.

The building was leased free of rent to J. M. Guilliams for a term of years.

The lessee was to select and pay his teachers and run a first class school. to provide library, apparatus, etc. By the terms of the contract he was to charge tuition at the rate of two dollars per month for primary department, and four dollars per month in the advanced department.

The school opened in September, 1890, with an enrollment of 60 pupils and a faculty of four teachers. The growth of the institution was rapid. Students soom came in from various parts of Florida and Georgia. The standard of work was high and has been kept so. At the same time the management realized the necessity of beginning with pupils where they were and not of trying to lift the pupil to an advanced education without first giving him a good knowledge of the common school branches.

In the spring of 1893 it became evident to the management that more room was needed. The town of Jasper responded promptly and in March 1894 the new building was dedicated. It contains 6,740 square feet of floor space and is well furnished.

Each year has witnessed not only an increase in the attendance of the school, but material increase in the amount of apparatus in the laboratory and the number of volumes in the library.

Without the aid of a single dollar, except the tuition receipts, the management has supplied an equipment excelled by but few schools in the State.

COURSES OF STUDY.

PREPARATORY—FIRST YEAR.

First Term—Arithmetic, Language Lessons, Geography, Reading, Orthograpy, Penmanship, Vocal Music.

Second Term—Arithmetic, English Grammar, Geography, Reading, Penmanship, Vocal Music.

Third Term—Arithmetic, English Grammar, United States History, Drawing, Vocal Music.

Fourth Term—Higher Arithmetic, Analysis of Sentences, United States History, Drawing, Debating, Vocal Music.

SECOND YEAR.

First Term—Algebra, Composition, Natural Philosophy, Elocution, Vocal Music, Debating.

Second Term—Algebra, Rhetoric, Physical Geogrpahy, Vocal Music, Debating.

Third Term—Algebra, English Literature, Botany, Vocal Music, Debating.

Fourth Term—Elements of Book-keeping, Latin Lessons, Physiology, Civil Government, Debating.

SCIENTIFIC COURSE.

First Term—Geometry, Cæsar, History of the United States Constitution, Natural Philosophy, Parliamentary Law.

Second Term—Geometry, Trigonometry, Cæsar, Latin, Composition, English History, Chemistry, Debating.

Third Term—Trigonometry and Surveying, Virgil, Geology, Roman History, Debating.

Fourth Term—Cicero, Zoology, Astronomy, Grecian History, Debating, Graduating Thesis, Reviews.

TEACHERS' COURSE.

FIRST YEAR.

Same as first year of Preparatory Course.

SECOND YEAR.

First Term—Algebra, Composition, Natural Philosophy, Drawing, Essays on History of Education, Debating.

Second Term—Algebra, Rhetoric, Physical Geography, Essays on History of Education, Debating.

Third Term—Algebra, Physiology, English Literature, Philosophy of Education, Debating.

Fourth Term—Elements of Book-keeping, Civil Government, Botany, Zoology, Theory and Practice of Teaching.

BUSINESS COURSE.

First Term—Arithmetic, Book-keeping, Grammar, Geography, Penmanship, Debating.

Second Term—Arithmetic, Book-keeping, United States History, Rhetoric, Business Forms.

Third Term — Commercial Arithmetic, Book-keeping, United States History, Rhetoric, Business Forms.

Fourth Term—Commercial Law, Business Practice, Civil Government, Debating.

MUSIC DEPARTMENT.

ELEMENTARY COURSE.

First Grade—Emery's Foundation Studies, 12 Preparatory Studies, op. 151, Kohler; five-finger exercises and scales.

Second Grade—12 Little Studies, op. 157, Kohler; Loeschhorn, op. 52, Books I. and II.; Heller, op. 46; Turner's Easy Octave Studies; major and minor scales and arpeggios. Special attention to technique. Easy and progressive pieces; Clement's Sonatinas.

ADVANCED COURSE.

Third Grade—Kraus, op. 5; Turner's Melodious Studies; Mocheles, op. 70, Book I.; Turner's Elements of Modern Octave Playing. Pieces for left hand alone, Hummel, op. 43. Pieces by Mozart, Mendelssohn, and modern composers. Daily practice of technique from complete set of scales by A. D. Turner.

Fourth Grade—Bach's Little Preludes and two part inventions (ed. by F. Kullak); Cramer's Studies, Books I. and III. La Diabolique, by Leybach; Octave Studies. Daily practice of technique. Beethoven's Sonatas, with lighter compositions from modern composers.

VOICE CULTURE.

First Year—Voice Placing; Breathing Studies; Special Attention to Distinct Articulation. Purity of Tone and Clear Intonation; English Songs and Ballads.

Second Year—Study of Vowels and Consonants, Development of the Voice in Clear and Sombre timbre.

Mechanical Exercises for Execution, Chromatic Scale, Preparatory Studies for Trill, English and Italian Songs and Arias.

SURVEYING COURSE.

First Term—Trigonometry, Surveying (lands and ditches with plats and profiles), Physical Geography, English Grammar, Penmanship and Drawing.

Second Term—Analytical Geometry, Advanced Leveling, Railroad Surveying, Topography, Natural Philosophy and Drawing.

The course of study is intended to furnish a good practical education to the young men and young women whose means do not warrant them in spending six or seven years at college.

Students board with private families in Jasper. The best

families in town board students at $10 per month. By this plan the students are surrounded by home influence. In many respects it is much superior to the dormitory plan of boarding.

There have been twenty-seven graduates from the teachers' Course, eighteen from the Scientific Course, five from the Business Course and two from the Music Course.

The total enrollment for the year ending June 16, 1894, was 275.

J. M. Guilliams,
Principal.

ROLLINS COLLEGE, WINTER PARK.

Rollins College was incorporated by act of the Legislature of Florida April 28, 1885, and was opened for the admission of students on the 4th of November of that year. It is located at Winter Park, four miles north of Orlando, the county seat of Orange county.

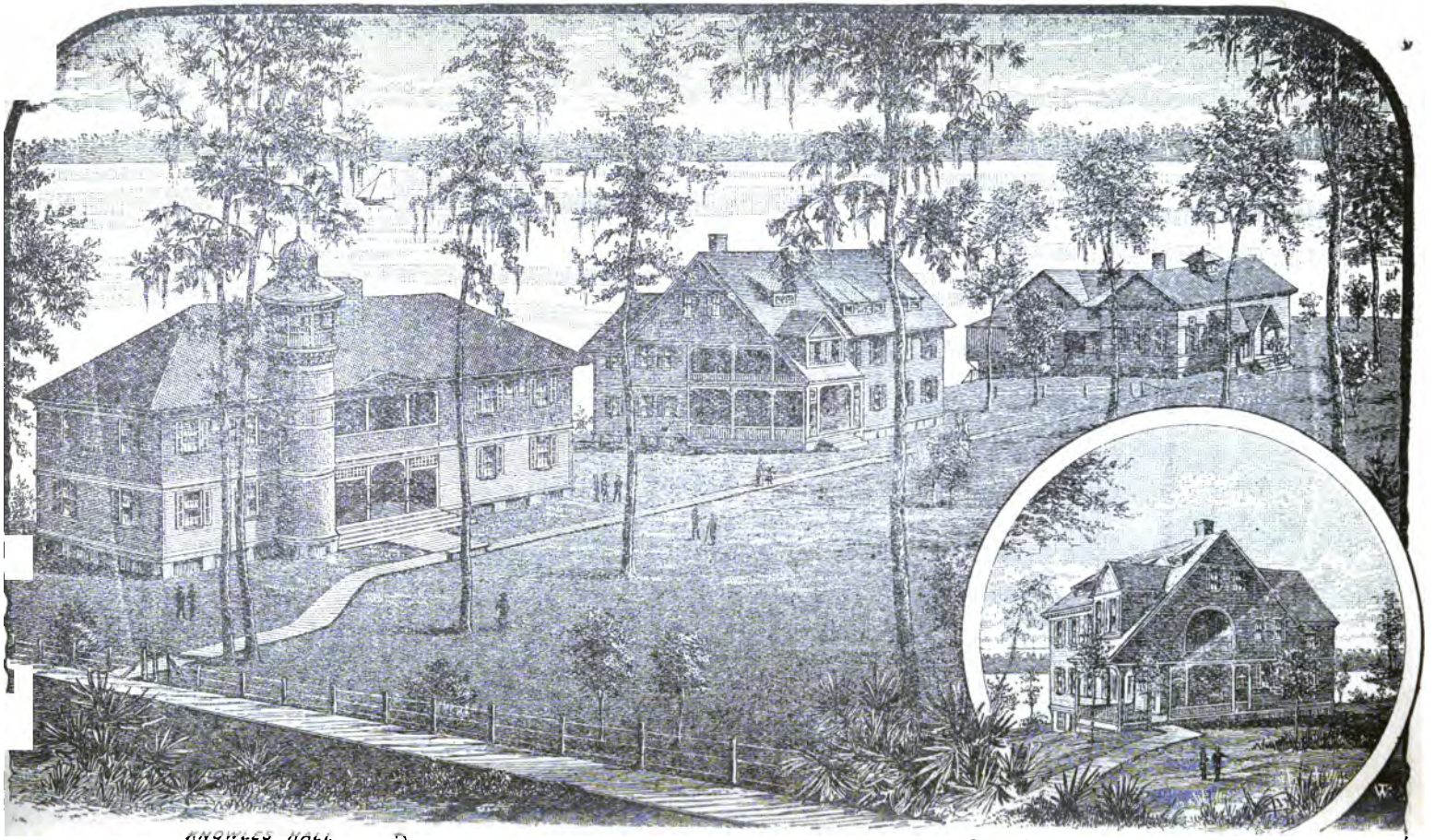
The object of the institution is to afford opportunities for higher Christian education with such standards of scholarship as are maintained in the best American colleges. It is under the management of the congregational denomination which founded Harvard, Yale, Amherst and many other of our best colleges. Rollins college aims to be broadly evangelical in its Christian character, the only religious qualification for a position upon its board of trustees or in its faculty is membership in some evangelical church.

The requirements for admission to the Freshman class are the same as those presented in the famous report of the Committee of Ten of which President Elliot of Harvard was chairman.

As would be expected from the situation of this young college, its work thus far has been chiefly preparatory and the number of students in the higher preparatory work has greatly increased since the foundation of the school.

For the two years contemplated in this report the following is a brief summary: 1892-'93, total attendance, 162; males, 87; females, 75.

Grammar School Grade, 42.
Preparatory and Academic, 102.
Collegiate, 4.
Special, 14.
Graduates with degree of A. B., 2.



KNOWLES HALL. ROLLINS COLLEGE. DINING HALL. GENTLEMENS COTTAGE.

Graduates from Academic Department, 2.

On account of cutting off lower grades of work, and because of special financial depression in South Florida, the attendance was temporarily diminished for the year 1893-'94, total number, 122; males, 62, females, 60.

Grammar School Grade, 21.

Preparatory and Academic, 80.

Collegiate, 2.

Special, 19.

Graduates with degree of A. B., 1.

Graduates from Academic Department, 5.

The year 1894-'95 opens with a much increased attendance. The present President of the college, Charles G. Fairchild, was elected in October, 1893.

There are fifteen members of the Faculty.

The President receives a salary of	$ 2,000
Three Professors, each	1,200
Two Instructors, each	1,000
One Instructor	900
One Instructor	800

Others, smaller sums.

The school year consists of 33 weeks.

The expense per year for furnished rooms, board and tuition is $165.

The college has six buildings upon a spacious and beautiful campus.

The total valuation of the assets of the college is about $90,000.

LADIES' COTTAGE, ROLLINS COLLEGE.

AMENDMENTS TO THE EXAMINATION LAW.

A circular letter, dated November 22, 1894, was addressed to each member of the County Boards of Public Instruction, asking his opinion of the new examination law, and his approval or disapproval of each of the four proposed amendments to the same as recorded below.

The replies demonstrated that a majority of them favored each, but quite a number opposed with good argument either the first, second, or fourth suggested change in the law.

These same amendments are here suggested to the Legislature:

1. To make Second Grade Certificates, like the First, good by endorsement in any part of the State.

2. To require an annual examination as now, but to make the life of a Third Grade teacher two years, instead of one, by granting a second Third Grade Certificate.

3. Under a hardship clause, to provide for the State Superintendent's examining for a First Grade County Certificate persons arriving in the State after all the county examinations are passed. This privilege being confined to this grade of certificate, that the importation of teachers, out of season and in an irregular way, may be confined to the best, and that the ample supply of the lower grades already in our midst may not be subjected to too great a competition.

4. Also to provide for the examination, by County Superintendents, of teachers of experience, who are providentially hindered from attending, or by sickness prevented from finishing, the September examination,—such a privilege to be extended to the same person but one time—and permits to *teach after* such examination to last only till the next county examination.

RECAPITULATION OF RECOMMENDATIONS.

The recommendations to the Legislature in the foregoing are briefly repeated here. The reasons for the same may be seen by reference to the head where treated of.

1. That annual reports be authorized from this department. *See page* 10.

2. That whites be prohibited from teaching negro schools. *See page* 71.

3. That it be made a penal offense to instruct white and negro youth in the same schools of any kind *See page* 71.

4. That a full course of County School Board record books

be prescribed; that a list be made of proper items to be recorded therein; and that a penalty be attached for not keeping the same as required and reporting to this office. *See pages* 76–77.

5. That a committee be created, if desirable, to assist in preparing State Uniform Examination Questions. *See page* 87.

6. That the law prescribing the requirements for State Certificates be not changed. *See pages* 103–104.

7. That appropriation be made for Summer Schools. *See pages* 109–114.

8. That provision be made for printing minutes of the State Teachers' Association. *See page* 116.

9. That school census be taken by County Superintendents and that they be paid 5 cents per capita. *See pages* 118–119.

10. That better provision be made for collecting the sub-district school tax, and that an entirely new sub-district school law be adopted. *See pages* 119–120.

11. That the duties of Supervisors and Trustees and their relations to each other and to other officers be more clearly defined. *See page* 121.

12. That at least one High School be made mandatory in each county. *See pages* 121–124.

13. That the State Board of Education with others be required to prescribe a uniform course of study for the schools of the State. *See pages* 124–126.

14. That more discretion be granted the State Board of Education in the investment of State School Funds. *See page* 129.

15. That better provision be made for collecting and reporting poll-taxes. *See page* 130.

16. That heavy penalty be fixed for carelessly or fraudulently falsifying any school report that is made the basis of apportionment of school fund; that affidavit be required to their correctness before final money due on such report is paid; and that certain reports be required in duplicate. *See pages* 131–132.

17. That the mileage paid County School Boards be made equal to that of County Commissioners. *See page* 134.

18. That some measure be enacted regulating the minimum salaries of County Superintendents. *See pages* 134–135.

19. That the salary of State Superintendent be raised to $2,000. *See pages* 135–136.

20. That the State Normal College at DeFuniak Springs be better equipped. *See page* 175.

RECOMMENDATIONS BY THE TEACHERS' CONVENTION.

A resolution was adopted at the State Teachers' Association held in Orlando, the first week in January, 1895, requesting the State Superintendent to meet a convention of teachers elected from the various counties of the State, one delegate from each county and an additional delegate from every county having fifty white teachers and a fraction of twenty-five or more, to discuss the school laws and needed amendments.

I accordingly met in Ocala, on March 15th, twenty-six delegates representing the twenty counties of Alachua, Baker, Bradford, Brevard, Citrus, Franklin, Gadsden, Hamilton, Hernando, Hillsborough, Holmes, Lake, Marion, Nassau, Orange, Osceola, Pasco, Polk, Sumter and Volusia, who spent one day in discussing the school laws. Twelve other counties elected representatives, but the delegates from all, but one of these, notified me that they wanted no material change in the school laws and would not attend the convention.

It is proper to add, that delegates were present from all the counties that have heretofore been notable for their opposition to what is called the "new school laws."

The following is the almost unanimous adoption of that body, the delegates from Hillsborough and Orange counties alone dissenting to some of the resolutions.

"We, the teachers representing the various counties of Florida, assembled in accordance with a resolution passed by the State Teachers' Association at Orlando, for the purpose of suggesting needed school legislation, would respectfully recommend to the State Superintendent of Public Instruction that he embody in his report to the Legislature at the coming session the following resolutions, and that he use all the means at his command to secure legislation in accordance with the recommendations therein :

Resolved First, That in as much as we fully appreciate the depressed financial condition of our State both on account of the recent calamity brought about by the hand of Providence, as well as that which we experience in common with the other States of the Union, we would advise the strictest economy in expenditures in every department of the State, but would urge that the Legislature carefully distinguish between economy and parsimony.

Since it is axiomatic, it is scarcely necessary to remind the Legislature that the educational interests of the State stand high above all others, and should therefore receive a corresponding consideration.

Resolved Second, That in as much as the Uniform Examination Law passed by the Legislature of 1893, has gone into effect in every county in the State with little or no friction, and has received the hearty endorsement of 40 out of the 45 County Superintendents and

a majority of the School Board members, as well as both State Teachers' Associations, and has done much to place Florida in the front rank of educational progress; and in as much as the State's only opportunity to protect the educational interests of her little children is in guarding by strict examinations the teacher's entrance into the school room, we would most earnestly recommend that there be no legislation that will in anywise lower the standard established by the present law.

Resolved Third, That in as much as the present statute regulating the mileage of County School Boards is unjust, we recommend that their mileage be made the same as that of County Commissioners.

Resolved Fourth, That we recommend appropriate legislation for the securing of County High Schools, one to each county.

Resolved Fifth, That we most respectfully urge appropriation for Teachers' Institutes.

Resolved Sixth, That we recommend definite legislation concerning the establishment and management of school sub-districts,

Resolved Seventh, That we recommend that Third Grade Certificates be made re-issuable once at the option of County Boards; and that Second Grade Certificates be made transferrable by endorsement of the Superintendent and School Board of the county in which it is desired to have them made valid."

The delegate from Duval County not reaching the Ocala convention before it adjourned, I insert here for the consideration of the Legislature the recommendations from that county:

RECOMMENDATIONS FROM DUVAL COUNTY.

1. Instead of a Grading Committee of three from each county to examine the papers of applicants, let the State be divided into three sections by the State Superintendent, and a Grading Committee of three be appointed for each section.

2. Let special certificates be issued to teachers in High Schools authorizing them to teach special branches, without the necessity of examination in other branches.

3. Let the time for examination be limited to three days at most, and let the work be shortened by combining Grammar with Composition, the principles of Book-keeping with Arithmetic in First Grade; dispense with a separate paper on reading, confining it to Oral work, and grade the Spelling and Penmanship from the papers themselves.

THE TABLES.

In the tables that follow, considerable difficulty was experienced in their preparation, from the fact that many of the County Superintendents' reports on which they are based, were sadly incomplete, and sometimes otherwise defective. No pains have been spared to present, at least, a reasonably

approximate showing. Whatever credit may attach for the arrangement or the exhibit of facts presented in the tables is due to my Secretary, Tom. F. McBeath, for after prescribing the items that should be brought out in the statistics, the County Superintendents' reports were turned over to him to do the best he could with them, and he has figured on them faithfully during odd moments for the past few months. On the other hand, any blame for defects or incorrectness in the tables, not traceable to the County Superintendents' reports, must also attach to him. Permit me to say, however, that he is not responsible for many impossible things shown up in the tables, such as the enrollment in the schools of a county being larger than the reported school population, and consequently the percentage of attendance being greater than the reported number of children. Nor is he responsible for the apparent disparity in percentages between the reported collections in one mill tax and the county school levy—which every School Board in the State must look into immediately—nor for the failure to balance in financial matters.

It will be noted that the tables for the year 1893–'94 are much fuller than those of the year preceding, due to the use of the new blanks introduced last year. The tables for the next year will be still more complete and reliable, when reports are based upon the system of blanks now in use for the teachers and County Superintendents.

Many typographical errors will be noted, due to the fact that all of it must be read in haste, and I was often necessarily away from the Capital when proof had to be read.

An errata will be attached, but errors in punctuation and such as are clearly typographical and leave the sense readily discernible will not be noted.

I am yours obediently,

WM. N. SHEATS,

State Superintendent of Public Instruction.

TABLE I.—SCHOOLS.

1892–93. Counties.	Whole No.	No. White.	No. Negro.	Census 1892, School Population. Total.	White.	Negro.	No. of School Youth for Each School. Total.	White.	Negro.
Alachua	109	66	43	9,664	3,874	5,790	89	59	135
Baker	38	33	5	1,225	963	262	33	29	53
Bradford	51	42	9	3,062	2,472	590	60	59	66
Brevard	43	37	6	1,021	874	147	24	24	24
Calhoun	27	20	7	992	702	290	40	35	41
Citrus	28	23	5	843	701	142	30	30	30
Clay	51	44	7	1,655	1,276	379	32	29	54
Columbia	75	47	28	4,166	2,149	2,017	56	48	72
Dade	12	11	1	203	182	21	17	17	21
DeSoto	55	52	3	2,442	2,361	81	44	45	27
Duval	90	56	34	9,497	3,562	5,935	105	63	174
Escambia	59	38	21	5,884	3,569	2,315	94	93	110
Franklin	6	4	2	954	593	361	159	148	180
Gadsden	64	36	28	5,187	1,613	3,574	81	45	128
Hamilton	59	44	15	2,944	1,866	1,078	49	40	72
Hernando	26	18	8	822	553	269	33	29	34
Hillsborough	84	73	11	4,584	3,788	796	55	53	72
Holmes	42	39	3	1,810	1,737	73	43	45	24

Jackson	90	52	38	6,754	2,830	3,924	75	55	103
Jefferson	64	32	32	6,486	1,280	5,206	101	40	169
Lafayette	43	41	2	1,325	1,282	43	31	31	22
Lake	67	52	15	2,458	1,936	522	37	37	37
Lee	15	14	1	458	438	20	31	31	20
Leon	63	28	35	10,001	941	9,060	159	33	230
Levy	54	40	14	2,397	1,518	879	46	38	63
Liberty	10	4	6	570	312	258	58	78	43
Madison	68	38	30	5 62.	2,292	3,330	83	60	111
Manatee	30	29	1	1.151	1.111	40	38	38	40
Marion	115	74	41	7,683	3,175	4,508	67	43	110
Monroe	11	9	2	5,875	4,122	1,753	534	458	876
Nassau	62	45	17	3,014	1,485	1,556	49	33	91
Orange	72	54	18	3,743	2,698	1,045	52	49	58
Osceola	30	27	3	1,008	878	130	34	32	43
Pasco	41	39	2	1,339	1,287	52	33	33	26
Polk	85	79	6	3,073	2,759	314	37	35	52
Putnam	78	49	24	3,431	2,062	1,368	48	43	49
Santa Rosa	34	27	7	2,197	1,520	667	65	56	95
St. Johns	84	74	10	3,205	2,333	872	38	31	87
Sumter	44	34	10	1,895	1,344	551	43	40	55
Suwannee	72	46	26	4,131	2,102	2,029	57	46	80
Taylor	26	26	...	1,108	925	183	43	40	....
Volusia	56	43	13	2,438	1.692	746	44	44	57
Wakulla	28	19	9	800	485	315	28	25	35
Walton	65	55	10	2,468	2,148	320	38	39	32
Washington	45	38	7	2 521	1,946	575	56	51	82
Totals	2,366	1,752	614	144,106	79,719	64,387			

TABLE II.

SHOWING ENROLLMENT.

1892–3 COUNTIES.	Totals.			Males.			Females.			Number in 100 of School Population Enrolled.	
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.	White.	Negro.
Alachua	5,683	2,564	3,119	2,801	1,334	1,467	2,882	1,230	1,652	67	54
Baker	968	810	158	490	420	70	494	386	88	84	60
Bradford	a3,115	2,494	621	1,553	1,234	324	1,557	1,260	297	100	100
Brevard	811	665	146	424	344	80	387	321	66	92	99
Calhoun	523	404	119	271	213	58	252	191	61	65	41
Citrus	663	530	133	358	292	66	304	238	67	75	89
Clay	1,303	1,032	271	627	488	139	672	544	132	82	71
Columbia	3,229	1,656	1,573	1,598	875	723	1,631	781	850	77	77
Dade	186	161	25	71	61	10	105	100	15	89	120
DeSoto	1 882	1,827	55	979	954	25	903	873	30	77	68
Duval	4,851	2,330	2,521	2,345	1,157	1,188	2,506	1,173	1,333	65	41
Escambia	3,921	2,328	1,593	1,920	1,179	741	2,001	1,149	852	65	69
Franklin	583	332	251	289	168	121	294	164	130	56	69
Gadsden	3,047	1,150	1,897	1,545	606	939	1,502	544	958	71	53
Hamilton	1,506	1,080	425	799	588	211	707	493	214	59	39
Hernando	795	490	c 305	390	257	133	405	233	172	89	(?) 113
Hillsborough	3,491	2,873	618	1,729	1,461	268	1,762	1,412	350	76	79
Holmes	1,325	1,278	47	642	623	19	683	655	28	73	64

Jackson	4,873	2,262	2,611	2,641	1,261	1,380	2,232	1,001	1,231	80	66
Jefferson	3,714	978	2,936	1,856	495	1,361	2,058	483	1,575	76	56
Lafayette	973	922	c 51	602	579	23	371	343	28	72	(?)118
Lake	2,089	1,592	497	1,073	817	256	1,016	775	241	82	95
Lee	317	310	7	151	148	3	166	162	4	70	35
Leon	3,434	553	2,881	1,614	285	1,329	1,820	268	1,552	58	31
Levy	1,747	1,208	539	930	648	282	817	560	257	79	50
Liberty	317	156	161	181	93	88	136	63	73	50	49
Madison	3,327	1,304	2,023	1,603	687	916	1,724	617	1,107	57	63
Manatee	845	819	26	402	391	11	443	428	15	73	65
Marion	5,412	2,408	3,004	2,660	1,268	1,392	2,742	1,140	1,612	75	66
Monroe	1,891	1,269	622	1,023	734	289	868	535	333	80	35
Nassau	2,143	1,119	1,024	1,042	574	468	1,111	545	566	76	65
Orange	2,754	1,826	928	1,356	899	457	1,398	927	471	67	88
Osceola	866	763	103	443	398	45	423	365	58	86	79
Pasco	1,225	1,195	30	639	625	14	586	570	16	85	58
Polk	2,546	2,342	204	1,3[illegible]1	1,226	95	1,225	1,116	109	84	75
Putnam	2,676	1,445	1,231	1,349	744	605	1,337	701	636	70	90
Santa Rosa	1,282	843	439	667	456	211	615	387	228	55	64
St. Johns	2,259	1,719	552	1,212	958	254	1,177	879	298	73	63
Sumter	1,533	1,127	406	758	561	197	775	566	209	85	74
Suwannee	2,678	1,527	1,151	1,280	758	522	1,388	769	619	72	56
Taylor	632	632	.....	342	342	.....	290	290	.....	67	.....
Volusia	1,804	1,202	602	962	668	294	842	534	308	71	80
Wakulla	707	432	275	391	247	144	316	185	131	89	87
Walton	1,871	1,630	241	989	874	115	882	756	126	75	75
Washington	1,580	1,241	339	775	604	171	805	637	168	64	58
Totals	95,728	58,957	36,771	47,099	29,598	17,501	48,625	29,359	19,266	74	57

(a) Evidently too large by something near 1,000, as the enrollment as reported is in excess of the school population as given in census of preceding year. Figures for this county should be reduced about 33⅓ per cent. (c) Doubtless a clerical error in Superintendent's report, as this is in excess of total negro school population of the county.

TABLE III.

SHOWING ATTENDANCE AND SCHOOL TERMS.

1892-3, County.	Average Attendance.			No in 100 of school Pop'tion in attendance entire term.			Whole Number of days taught. *			Average length of school term. *		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
Alachua	3,793	1,806	1,977	39	46	34	....	....	....	....	....	....
Baker	572	451	121	46	46	46	....	....	....	....	....	....
Bradford	2,492	1,995	497	(a) 71	80	81	....	....	....	....	....	....
Brevard	595	507	88	58	58	61	....	....	....	....	....	....
Calhoun	300	227	73	30	32	25	....	....	....	....	....	
Citrus	518	419	99	61	59	69	....	....	....	....	....	....
Clay	843	678	165	50	53	48	....	....	....	....	....	....
Columbia	1,984	1,090	894	47	50	44	....	....	....	....	....	....
Dade	130	115	15	64	63	71	....	....	....	....	....	....
DeSoto	1,341	1,304	37	55	55	45	....	....	....	....	....	....
Duval	3,517	1,769	1,748	37	49	29	....	....	....	....	....	....
Escambia	2,728	1,653	1,075	46	46	46	....	....	....	....	....	....
Franklin	484	166	218	50	45	60	....	....	....	....	....	....
Gadsden	2·055	809	1,246	39	50	35	....	....	....	....	....	....
Hamilton	959	682	277	32	36	25	....	....	....	....	....	....
Hernando	550	356	194	67	64	72	....	....	....	....	....	....
Hillsborough	2,333	1,939	394	50	51	49	....	....	....	....	....	....
Holmes	872	793	84	45	45	46	....	....	....	....	....	....

Jackson	2,656	1,109	1,547	39	39	39	....	....	...	....	...	....
Jefferson	2,127	619	1,508	32	48	28	....	...	...	....	.....	....
Lafayette	711	669	42	53	51	97	..	..	....	...	...	....
Lake	1,445	1,112	333	59	57	63	....	....	...	....	.	...
Lee	214	207	7	47	47	35	..	....	....	...	...	...
Leon	2,106	360	1,746	21	38	19	.....	.....	....	....	..	....
Levy	1,102	738	364	45	48	41	....	....	..	....	...	....
Liberty	174	74	100	30	23	38	....	....	....	....	...	.....
Madison	2,040	823	1,217	36	35	36	...	....	....	....	...	....
Manatee	642	626	16	57	56	40	...	....	....	.....	...	....
Marion	3,510	1,695	1,815	45	53	40	....	...	..	....	.	....
Monroe	1,315	897	418	22	21	23	....	..	....	...	..	....
Nassau	1,551	848	703	51	58	45	...	....	....	....	...	....
Orange	1,998	1,317	681	53	48	65	....	....	...	....	....	...
Osceola	576	497	79	57	57	60	....	....	....	....	.....	....
Pasco	797	775	22	59	60	42	....	....	....	.	....	..
Polk	1,918	1,767	151	62	64	48	....	...	....	....	.	...
Putnam	1,810	1,034	776	52	49	56	....	...	....	..	....	....
St. Johns	1,032	675	357	47	44	53	..	..	.....	...	...	...
Santa Rosa	1,514	1,113	401	47	47	45	...	....	....	...	....	....
Sumter	1,055	788	267	55	58	48	...	.....	.....	...	....	....
Suwannee	1,768	1,022	746	42	49	36	....	.....	....	....	...	....
Taylor	377	377	—	34	41	—	...	....	....	...	...	....
Volusia	1,263	845	418	51	49	56	...	.....	....	....	...	....
Wakulla	432	256	176	54	53	55	....	..	....	...	...	....
Walton	1,163	1,008	155	47	46	47	....	....	....	...	....	...
Washington	931	748	183	36	38	31	....	..	....	....	...	....
	62,238	38,858	23,380									

(a) See foot-note (a) under table II. (*) Data not called for in old Annual Report Blanks used the first year of my term of office. See tables for 1893-4.

TABLE IV.

TEACHERS.

1892-3. COUNTY.	Whole Number.			Males.			Females.			* Highest salary paid.			
										White.		Negro.	
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Male.	Female.	Male.	Female.
Alachua	142	82	60	51	27	24	91	55	36	.....	.....	.....	.....
Baker	34	31	3	28	25	3	6	6	0	.....	.....	.....	.....
Bradford	60	51	9	36	30	6	24	21	3	.....	.....	.....	.....
Brevard	48	43	5	12	10	2	36	33	3	.....	.....	.....	.....
Calhoun	17	14	3	7	4	3	10	10	0	.....	.....	.....	.....
Citrus	27	23	4	11	8	3	16	15	1	.....	.....	.....	.....
Clay	56	48	8	25	20	5	31	28	3	.....	.....	.....	.....
Columbia	86	55	31	40	17	23	46	38	8	.....	.....	.....	.....
Dade	11	10	1	3	2	1	8	8	0	.....	.....	.....	.....
DeSoto	66	63	3	40	38	2	26	25	1	.....	.....	.....	.....
Duval	155	90	65	35	15	20	120	75	45	.....	.....	.....	.....
Escambia	84	55	29	22	11	11	62	44	18	.....	.....	.....	.....
Franklin	12	8	4	6	4	2	6	4	2	.....	.....	.....	.....
Gadsden	64	38	26	37	18	19	27	20	7	.....	.....	.....	.....
Hamilton	46	41	5	19	17	2	27	24	3	.....	.....	.....	.....
Hernando	34	25	9	13	9	4	21	16	5	.....	.....	.....	.....
Hillsborough	111	95	16	46	42	4	65	53	12	.....	.....	.....	.....
Holmes	43	40	3	34	32	2	9	8	1	.....	.....	.....	.....

Jackson..	80	53	27	54	34	20	26	19	7	.....	.....	.....	.....
Jefferson	78	42	36	28	10	18	50	32	18	.....	.....	.....	.....
Lafayette.....	28	26	2	17	16	1	11	10	1	.....	.....	.....	.....
Lake	81	65	16	32	25	7	49	40	9	.....	.....	.....	.....
Lee.....	17	16	1	5	5	0	12	11	1	.....	.....	.....	.....
Leon.....	73	40	33	34	15	19	39	25	14	.....	.....	.....	.....
Levy.....	54	40	14	20	15	5	34	25	9	.....	.....	.....	.....
Liberty.....	11	5	6	7	3	4	4	2	2	.....	.....	.....	.....
Madison.....	55	31	24	37	19	18	28	22	6	.....	.....	.....	.....
Manatee....	28	27	1	15	15	0	13	12	1	.....	.....	.....	.....
Marion	142	91	51	54	33	21	88	58	30	.....	.....	.....	.....
Monroe	31	21	10	7	5	2	24	16	8	.....	.....	.....	.....
Nassau.	75	50	25	22	16	6	53	34	19	.....	.....	.....	.....
Orange.....	83	72	29	22	18	4	79	54	25	.....	.....	.....	.....
Osceola	36	32	4	16	11	4	21	21	0	.....	.....	.....	...
Pasco....	45	43	2	29	28	1	16	15	1	.....	.....	.....	.....
Po k.	111	95	6	46	42	4	55	53	2	.....	.....	.....	.....
Putnam	88	58	30	27	15	12	61	43	18	.....	.....	.....	.....
St. Johns . ..	56	42	14	14	10	4	42	32	10	.....	.....	.....	.....
Santa Rosa.....	75	64	11	33	28	5	42	36	6	.....	.....	.....	.....
Sumter	55	41	14	20	13	7	35	28	7	.....	.....	.....	.....
Suwannee.....	57	40	17	37	25	12	20	15	5	.....	.....	.....	.....
Taylor.	31	31	0	20	20	0	11	11	0	.....	.....	.....	.....
Volusia	56	43	13	16	13	3	40	30	10	.....	.....	.....	.....
Wakulla.....	27	18	9	17	11	6	10	7	3	.....	.....	.....	.....
Walton	56	48	8	23	28	5	23	20	3	.....	.....	.....	.....
Washington	45	38	7	35	28	7	10	10	0	.....	.....	.....	.....
Total.	2,678	1,984	694	1,161	830	331	1.517	1,154	363				

*Data not obtainable till new blanks came into use.

TABLE V.

SALARIES OF TEACHERS.

1892-3. COUNTIES.	Total Salaries Paid.							*Average Salaries.						
	Both Races.	White.	Negro.	*Males.		Females.		Both Races.	White,	Negro.	Males.		Females.	
				White.	Negro.	White.	Negro.				White.	Negro.	White.	Negro.
Alachua	$24,955 54	$16,190 54	$7,765 00	...	...	...	..	...	...	...	...	...	...	...
Baker	3,720 00	3,160 00	560 00	...	...	...	...	...	...	...	...	...	...	...
Bradford	7,500 00	6,590 00	910 00	...	...	...	..	...	..	...	...	...	...	...
Brevard	7,672 52	6,752 52	920 00	...	...	...	...	...	..	...	...	...	...	...
Calhoun	1,517 00	1,292 00	225 00	...	...	...	...	...	...	...	...	..	...	...
Citrus	6,126 79	5,082 99	1,044 00	...	...	...	...	...	...	...	...	...	...	...
Clay	8,165 00	6,990 00	1,175 00	...	...	...	..	..	...	...	...	...	...	...
Columbia	10,881 25	8,376 25	2,565 00	...	...	...		...	..	...	...	...	..	...
Dade	2,438 00	2,398 00	40 00	...	...	...	...	...	...	...	..	..	...	..
DeSoto	12,381 12	11,981 12	400 00	...	...	...	...	..	...	..	...	..	...	...
Duval	37,730 00	24,245 00	13,485 00	...	...	...	...	...	...	...	...	...	...	...
Escambia	20,051 15	14,627 85	5,426 30	..	...	...	...	...	...	...	...	...	...	...
Franklin	2,670 00	1,950 00	720 00	...	...	...	...	...	...	..	...	...	..	...
Gadsden	8,701 00	6,397 00	2,304 00	..	...	...	...	...	..	...	...	..	...	...
Hamilton	3,888 25	3,028 25	860 00	...	...	...	...	..	...	...	...	...	...	...
Hernando	6,805 00	5,430 00	1 375 00	...	...	...	...	...	...	...	..	...	...	...
Hillsborough	25,744 00	23,701 50	2,042 50	...	...	...	...	...	...	...	..	...	..	...
Holmes	4,218 75	4,038 75	180 00	...	...	...	...	..	...	..	...	...	...	..

Jackson	10,678 00	7,380 00	3,298 00	...	...	...	...	...	...	...	...	...	...	...
Jefferson	11,479 50	8,620 50	2,859 00	...	...	...	...	...	...	...	...	...	...	...
Lafayette	2,284 32	2,124 32	160 00	...	...	...	...	...	...	...	...	...	...	...
Lake	19,542 75	16,840 00	2,702 75	...	...	...	...	...	...	...	...	...	...	...
Lee	2,272 00	2,212 00	60 00	...	...	...	...	...	...	...	...	...	...	...
Leon	11,421 25	5,766 25	5,655 00	...	...	...	...	...	...	...	...	...	...	...
Levy	9,513 32	7,769 97	1,743 35	...	...	...	...	...	...	...	...	...	...	...
Liberty	887 00	445 00	442 00	...	...	...	...	...	...	...	...	...	...	...
Madison	6,425 00	4,776 50	1,647 50	...	...	...	...	...	...	...	...	...	...	...
Manatee	3,606 78	3,491 78	115 00	...	...	...	...	...	...	...	...	...	...	...
Marion	30,543 35	22,169 00	8,374 75	...	...	...	...	...	...	...	...	...	...	...
Monroe	12,335 93	8,859 97	3,075 96	...	...	...	...	...	...	...	...	...	...	...
Nassau	12,308 00	8,593 00	3,715 00	...	...	...	...	...	...	...	...	...	...	...
Orange	27,788 60	20,818 10	6,970 50	...	...	...	...	...	...	...	...	...	...	...
Osceola	8,207 77	7,522 65	685 12	...	...	...	...	...	...	...	...	...	...	...
Pasco	9,153 00	8,903 00	250 00	...	...	...	...	...	...	...	...	...	...	...
Polk	17,853 50	17,046 00	807 50	...	...	...	...	...	...	...	...	...	...	...
Putnam	18,073 90	12,058 90	6,015 00	...	...	...	...	...	...	...	...	...	...	...
St. Johns	10,652 00	7,964 00	2,688 00	...	...	...	...	...	...	...	...	...	...	...
Santa Rosa	6,173 35	4,711 35	1,462 00	...	...	...	...	...	...	...	...	...	...	...
Sumter	11,048 00	8,968 00	2,080 00	...	...	...	...	...	...	...	...	...	...	...
Suwannee	5,883 00	4,425 00	1,458 00	...	...	...	...	...	...	...	...	...	...	...
Taylor	1,410 50	1,410 50	...	...	...	...	...	...	...	...	...	...	...	...
Volusia	15,984 00	12,291 00	3,693 00	...	...	...	...	...	...	...	...	...	...	...
Wakulla	1,376 20	1,010 25	365 95	...	...	...	...	...	...	...	...	...	...	...
Walton	5,134 87	4,206 23	928 64	...	...	...	...	...	...	...	...	...	...	...
Washington	4,372 50	3,830 00	542 50	...	...	...	...	...	...	...	...	...	...	...
Totals	$444,133 76	$352,532 84	$91,600 92	...	...	...	...	...	...	...	...	...	...	...

*No data. See tables for 1893-4.

TABLE VI.

SCHOOL TAXATION.

1892-93. COUNTIES.	Assessed value of Real and Personal Property.	County Levy.			Polls.	One Mill Tax Levy.
		No. Mills	Amount Levied.	Amount Collected		
Alachua	$ 4,380,138	5	$ 21,900 69	$ 16,042 70	2,038	$ 4,380 13
Baker	632,953	4	2,531 81	2,423 21	463	632 95
Bradford	1,624,216	5	8,121 08	4,868 55	650	1,624 21
Brevard	1,990,492	5	9,952 46	8,453 60	551	1,990 49
Calhoun	463,980	4½	1,971 91	1,871 00	415	463 98
Citrus	1,449,654	5	7,248 27	5,032 35	426	1,449 65
Clay	1,528,542	5	7,942 70	7,106 44	830	1,528 54
Columbia	2,040,660	4½	8,672 80	7,580 56	1,800	2,040 66
Dade	863,898	3	2,591 64	** 3,000 00	257	863 89
DeSoto	2,947,590	4	11,790 36	5,878 96	748	2,947 59
Duval	8,754,026	5	43,770 13	25,170 30	4,005	8,754 02
Escambia	4,390,970	5	21,954 85	19,890 95	1,372	4,390 97
Franklin	667,201	3½	2,335 20	1,627 34	524	667 20
Gadsden	1,056,434	4	8,224 73	3,098 72	1,195	1,056 43
Hamilton	1,331,495	3	3,994 46	2,872 83	1,065	1,331 49
Hernando	1,128,380	4½	5,077 71	3,724 97	346	1,128 38
Hillsborough	5,985,386	4½	26,934 23	24,812 80	2,479	5,988 38
Holmes	352,226	4½	1,585 01	* 2,773 77	†	352 22

Jackson	1,835,440	4½	8,259 48	** 8,259 48	.....†	1,835 44
Jefferson	1,628,292	5	81,411 46	7,469 70	1,050	1,628 29
Lafayette	1,084,720	5	5,423 60	3,421 60	472	1,084 72
Lake	3,914,418	4½	17,614 85	14,600 89	1,765	3,914 41
Lee	1,450,480	3	4,351 41	2,824 48	288	1,450 48
Leon	2,081,800	3	6,245 40	5,492 22	1,215	2,081 80
Levy	1,500,000	5	7,500 00	6,478 08	700	1,500 00
Liberty	318,847	4½	1,434 81	1,347 30	178	318 84
Madison	1,609,240	4	6,436 96	4,962 76	1,553	1,609 24
Manatee	1,245,150	5	6,225 75	5,316 38	578	1,245 15
Marion	5,602,782	4½	23,212 51	17,179 00	2,400	5,602 78
Monroe	2,721,050	4	10,884 20	9,597 79	791	2,721 05
Nassau	1,961,600	5	9,808 00	8,208 50	996	1,961 60
Orange	4,754,477	3½	16,640 66	**16,640 65	1,866	4,754 47
Osceola	1,308,596	5	6,542 98	5,882 74	447	1,308 59
Pasco	1,597,403	5	7,987 01	6,853 25	724	1,597 40
Polk	3,969,423	5	19,847 11	17,397 67	1,340	3,969 42
Putnam	3,694,026	5	18,470 13	17,007 59	2,052	3,694 02
St Johns	2,500,000	5	12,500 00	**12,500 00	940	2,500 00
Santa Rosa	1,253,560	5	6,267 80	**6,267 80	550	1,253 56
Sumter	1,847,601	4	7,390 40	**7,390 00	915	1,847 60
Suwannee	1,738,020	5	8,690 10	**8,690 00	1,111	1,738 02
Taylor	642,135	3½	2,247 46	**2,247 46	443	642 13
Volusia	2,796,140	5	13,980 70	.....†	.....†	2,796 14
Wakulla	407,770	4	1,631 08	**1,631 08	200	407 77
Walton	1,260,787	5	6,303 93	**6,303 93	748	1,260 78
Washington	1,193,211	4	4,772 84	**4,772 84	.....†	1,193 21
Total	$98,368,014		$518,680 75	$354 974 48	$41,874	$98,368 01

* Poll receipts probably included, as the reported collections exceed the levy. **Evidently erroneous, as 100 per cent. of levy was hardly collected. †Not reported.

TABLE VII.

RECEIPTS.

1892-3. COUNTY.	Total.	From County Levy.	From Polls.	From One-mill Tax.	From Interest on Permanent Fund.	From Fines and Forfeitures.	From Redempt'n of Land, etc.	From Other Sources.
Alachua	$27,746 85	$16,042 70	$2,038	$6,281 00	$2,367 68	490 27	$526 60	.....
Baker	4,384 18	2,423 21	463	796 25	300 00	371 00	30 72	.....
Bradford	7,394 68	4,868 55	650	1,990 30	750 00	44 78	131 05	.....
Brevard	10,224 32	8,453 60	551	663 65	250 15	199 17	105 75	.....
Calhoun	3,196 58	1,871 00	415	644 80	243 04	13 50	9 24	.....
Citrus	6,688 58	5,032 35	426	547 95	206 53	275 00	260 75	.....
Clay	9,584 67	7,106 44	830	1,075 78	405 48	167 00	.....	.....
Columbia	14,038 93	7,580 56	1,800	2,707 90	1,020 67	68 00	861 80	.....
Dade	3,444 61	3,000 00	251	131 95	49 73	.....	11 93	.....
DeSoto	11,386 64	5,878 96	748	1,587 30	598 29	486 50	2,037 59	.....
Duval	41,682 49	25,170 30	4,005	6,173 05	2,326 76	300 00	3,007 38	.....
Escambia	27,369 68	19,890 95	1,372	3,824 60	1,441 58	511 73	268 82	.....
Franklin	3,134 76	1,627 34	524	620 10	233 78	125 00	4 59	.....
Gadsden	9,128 73	3,098 72	1,195	3,371 55	1,270 82	79 19	113 51	.....
Hamilton	6,942 67	2,872 83	1,065	1,913 60	721 28	301 00	68 91	.....
Hernando	5,172 96	3,724 97	346	534 30	201 39	48 00	318 30	.....
Hillsborough	32,578 01	24,812 80	2,476	2,979 60	1,123 08	969 45	217 68	.....
Holmes	4,393 72	2,773 77	.....	1,176 50	443 45	.....	.....	.....

Jackson	14,874 31	8,259 48	.....	4,890 10	1,654 78	70 00	.....	.....
Jefferson	14,417 28	7,469 70	1,050	4,215 90	1,589 07	77 16	17 45	.....
Lafayette	5,290 34	3,421 60	479	861 25	324 63	.....	233 86	.....
Lake	19,387 98	14,600,89	1,765	1,597 70	602 21	285 70	536 48	.....
Lee	3,660 70	2,824 48	285	297 70	112 21	25 00	116 31	.....
Leon	15,773 83	5,492 22	1,215	6,500 65	2,450 25	62 00	53 71	.....
Levy	9,498 39	6,478 08	700	1,558 05	587 26	125 00	50 00	.....
Liberty	2,087 79	1,347 50	178	370 50	139 65	24 25	27 89	.....
Madison	11,810 14	4,962 76	1,553	3,654 30	1,377 39	218 50	49 19	.....
Manatee	7,084 49	5,316 38	578	748 15	282 00	124 29	37 67	.....
Marion	27,279 28	17,179 00	2,400	4,993 95	1,882 33	357 00	467 00	.....
Monroe	16,112 46	9,597 79	791	3,818 75	1,439 37	465 55	.....	.....
Nassau	12,211 52	8,208 50	996	1,959 10	738 43	179 85	129 64	.....
Orange	22,378 27	16,640 65	1,866	2,432 95	917 03	218 90	302 74	.....
Osceola	7,991 40	5,882 74	477	655 20	246 96	616 50	113 00	.....
Pasco	9,051 05	6,853 25	724	870 35	328 05	190 00	85 40	.....
Polk	22,012 47	17,397 67	1,340	1,997 45	752 89	166 00	358 46	.....
Putnam	23,140 58	17,007 59	2,052	2,230 15	840 59	357 25	653 00	.....
St. Johns	15,583 44	12,500 00	940	1,428 05	538 26	167 18	10 00	.....
Santa Rosa	9,885 07	6,267 80	550	2,083 25	785 23	198 79	.....	.....
Sumter	10,610 42	7,390 00	915	1,231 75	464 28	330 45	276 94	.....
Suwannee	14,207 06	8,690 00	1,111	2,685 15	1,012 10	648 08	60 73	.....
Taylor	3,732 27	2,247 46	443	720 20	271 46	50 15	.....	.....
Volusia	2,182 01	*	.....	1,584 70	597 31	.....	.....	.....
Wakulla	2,614 11	1,631 08	200	520 00	196 00	31 15	35 88	.....
Walton	8,391 45	6,303 93	748	1,604 20	604 66	115 00	16 32	.....
Washington	7,172 13	4,772 84	.....	1,638 65	617 64	143 00	.....	.....
Totals	$ 546,910 84	$ 354,974 48	$ 41,874	$ 93,668 90	$ 35,305 97	$ 9,479 19	$ 11,608 40	

*Not reporting.

TABLE VIII.

EXPENDITURE.

1892-3. COUNTIES.	Total.	Salaries of Teachers.	Salary and Traveling Expenses Co. Supts.	Amount Paid Treasurer.	Mileage and per diem of School Boards.	Incidental and Office Exps. of Supt. and Board.	For School Lots.	For New Buildings.	Furniture and Apparatus.	Incidental Expenses.
Alachua	$30,327 99	$24.955 54	$900 00	$401 48	$153 20	$236 14	.....	$1,932 74	$861 69	$837 20
Baker.....	4.187 01	3,720 00	180 00	.....	117 00	80 00	.....	.....	.....	140 01
Bradford....	9,975 79	7.500 00	322 50	246 98	94 80	211 00	.....	.....	.....	1,600 69
Brevard.....	11,137 21	7,672 52	560 00	.....	234 60	63 00	.....	1,116 75	1,056 43	433 91
Calhoun.....	2,178 46	1,517 00	120 00	52 21	173 90	55 35	.....	.....	260 00	.....
Citrus.....	8 715 68	6,126 79	595 00	217 68	148 20	1 05	.....	135 00	1,202 15	369 81
Clay.....	10,571 67	8.165 00	315 00	151 88	130 40	466 65	.....	200 00	393 35	743 39
Columbia.....	12.172 09	10,881 25	412 50	285 05	123 35	38 25	.....	62 17	92 86	276 66
Dade.....	3.263 54	2.438 00	300 00	.....	81 60	43 94	.....	400 00	.....	.....
DeSoto.....	13,874 11	12.381 12	478 00	149 76	178 80	20 27	.....	.....	537 50	128 66
Duval	49.385 31	37,730 00	918 95	.....	107 00	18 92	.....	5,376 58	879 09	4,354 77
Escambia.....	27,879 11	20.051 15	817 20	.....	212 00	148 38	.....	2,469 93	904 94	3,275 51
Franklin	5,066 58	2,670 00	80 00	83 05	72 00	54 34	.....	1,866 84	18 04	223 01
Gadsden.....	9,840 39	8,701 00	500 00	201 56	126 80	65 80	.....	.....	.....	245 23
Hamilton.....	4,727 30	3,888 25	360 00	167 07	203 10	96 88	.....	.....	.....	.....
Hernando	7,815 51	6,805 00	368 30	153 71	79 80	67 00	.....	.....	43 62	298 08
Hillsborough	28,953 00	25,774 00	1,300 00	616 74	169 00	84 26	.....	.....	294 00	715 00
Holmes	4,815 23	4,218 75	300 00	94 40	124 70	77 38	.....	.....	.....	.....

Jackson	12,099 03	10,678 00	460 95	267 95	130 80	444 83	.....	.....	.....	117 60
Jefferson	14,227 54	11,479 50	650 00	763 43	144 60	66 52	.....	.....	366 00	757 49
Lafayette	2,739 27	2,284 32	198 00	62 65	179 80	14 50	.....	.....	.....	.....
Lake	22,348 22	19,542 75	970 00	422 33	101 20	143 08	.....	335 27	459 14	374 45
Lee	2,984 15	2,272 00	239 50	73 50	96 65	4 50	.....	148 75	32 00	137 25
Leon	13,325 94	11,421 25	804 00	70 18	63 50	45 38	.....	269 00	177 32	475 81
Levy	11,485 31	9,513 32	618 00	.....	157 40	87 17	.....	609 65	20 00	469 77
Liberty	1,444 09	887 00	112 00	49 96	143 40	131 73	.....	.....	120 00	.....
Madison	8,104 77	6,425 00	600 00	215 41	200 00	339 36	.....	415 00	110 00	.....
Manatee	5,416 28	3,606 78	505 00	77 00	72 00	160 50	.....	.....	.....	.....
Marion	34,710 65	30,543 35	918 75	599 78	180 00	170 99	.....	435 00	220 00	1,642 78
Monroe	13,983 68	12,335 93	300 00	.....	150 00	12 20	.....	.....	199 82	985 63
Nassau	15,215 79	12,308 00	620 00	330 01	397 47	30 60	.....	225 00	302 00	992 71
Orange	29,613 92	27,788 60	900 00	454 21	195 40	375 71	.....	.....	.....	.....
Osceola	9,175 38	8,207 77	470 00	156 51	81 10	.....	.....	150 00	.....	.....
Pasco	11,519 88	9,153 00	474 00	243 61	86 60	25 77	.....	.....	.....	1,536 90
Polk	19,496 55	17,853 50	776 00	35 00	155 40	135 00	.....	21 90	110 00	409 75
Putnam	20,521 31	18,073 90	682 10	448 08	179 80	990 75	.....	.....	.....	148 68
St. Johns	15,366 65	10,652 00	450 00	286 72	87 00	71 15	.....	1,340 00	360 96	2,118 82
Santa Rosa	8,601 59	6,173 35	565 00	191 63	97 60	92 12	.....	.....	1,384 10	97 79
Sumter	11,759 62	11,048 00	460 00	.....	145 00	30 62	.....	60 00	76 00	.....
Suwannee	8,364 78	5,883 00	450 00	139 32	160 00	18 50	.....	114 61	500 00	1,100 85
Taylor	3,057 10	1,410 50	168 75	57 65	65 20	20 00	.....	.....	335 00	.....
Volusia	16,926 00	15,984 00	750 00	.....	192 00	.....	.....	.....	.....	.....
Wakulla	1,681 70	1,376 00	139 97	41 97	90 56	33 20	.....	.....	.....	.....
Walton	5,860 07	5,134 87	309 35	.....	147 20	22 45	.....	.....	68 00	178 20
Washington	6,121 83	4,372 00	360 00	151 84	134 20	16 80	.....	366 74	520 06	200 25
Total	*$550,958 07	$444,133 76	$31,007 48	$7,959 91	$6,364 13	$5,261 52	.....	$18,140 93	$12,027 97	$25,629 98

*This amount includes $7,959.90 paid Treasurer for commission, making expenditure $542,098.06.

TABLE IX.

INCIDENTAL EXPENSES DISTRIBUTED.

1892-93. COUNTIES.	Total.	Repairs on Buildings.	Insurance.	Rent.	Janitor.	Interest and Discount.	Paid Indebtedness for previous year.	For Examinations.	For Summer Schools for Teachers.	Unclassified Expenses.
Alachua	$ 887 20	$ 117 60	....	....	....	....	.....	....	$ 345 66	* $ 422 94
Baker	140 01	110 00	....	....	....	....	.....	....	.....	30 00
Bradford	1,600 69	.....	....	.....	....	....	.....	....	.....	1,600 69
Brevard	433 91	3 68	....	....	....	....	.....	....	.....	430 91
Calhoun	.....	.....	....	....	....	....	.....	....	.....	.....
Citrus	369 81	12 00	....	....	....	....	.....	....	.....	357 81
Clay	743 89	162 50	....	....	....	....	.....	....	35 00	544 89
Columbia	276 66	.....	....	....	....	....	.....	....	.....	276 66
Dade	.....	.....	....	....	....	....	.....	....	.....	.....
DeSoto	128 66	48 00	.....	....	....	....	.....	....	.....	80 66
Duval	4,354 77	766 07	....	....	....	....	.....	....	.....	3,588 70
Escambia	3,275 51	166 04	....	.....	....	.....	.....	....	.....	3,109 47
Franklin	223 01	61 95	....	....	....	....	.....	....	.....	161 06
Gadsden	245 23	.....	....	....	.....	....	.....	....	.....	245 23
Hamilton	.....	.....	....	....	....	....	.....	....	.....	.....
Hernando	298 08	2 00	....	....	....	....	.....	....	.....	296 08
Hillsborough	715 00	210 00	....	....	....	....	.....	....	220 00	285 00
Holmes	.....	.....	....	....	....	....	.....	....	.....	.....

Jackson	117 60								100 00	17 60
Jefferson	757 49	309 00							153 00	295 49
Lafayette										
Lake	374 45	118 90								255 55
Lee	137 25	8 25								128 00
Leon	475 31	179 32								295 99
Levy	469 77	88 65								381 12
Liberty										
Madison										
Manatee										
Marion	1,642 78	937 38								120 00
Monroe	985 63	84 31								705 40
										901 32
Nassau	992 71	300 96								691 75
Orange										
Osceola										
Pasco	1,536 90	21 80								1,515 10
Polk	409 75	18 00								391 75
Putnam	148 68	148 68								
St. Johns	2,118 82	814 24							192 04	1,112 54
Santa Rosa	97 79	67 59								20 00
Sumter		93 04								
Suwannee	1,100 35									1,100 35
Taylor										
Volusia										
Wakulla										
Walton	178 20	7 00								171 20
Washington	200 25	200 25								
Totals	$ 25,629 98	$ 5,057 11							$ 1,044 70	$ 19,528 17

*Consists largely of items in table heading, as the old blank did not call for distributed incidentals. See Table IX, 1893-94.

TABLE X.

SCHOOL PROPERTY OWNED BY BOARDS.

1892-3. COUNTY.	Values.				Houses.				
	Total.	Lots.	Houses.	Furniture and Apparatus.	Total.	Log.	Brick.	Frame.	Fur'd w'h Pat. desks
Alachua	$37,855 00	*		$6,845 00					
Baker	2,250 00	100 00	$1,000 00	1,150 00					
Bradford	14,620 00	2,491 00	9,964 00	2,165 00					
Brevard	11,625 00	1,140 00	8,460 00	2,025 00					
Calhoun	840 00	100 00	200 00	540 00					
Citrus	4,102 00	139 50	1,785 50	2,177 00					
Clay	15,950 00	5,300 00	10,000 00	650 00					
Columbia	10,717 26	300 00	10,325 00	92 26					
Dade	2,675 00	300 00	2,200 00	175 00					
DeSoto	537 50			537 50					
Duval	57,175 00	1,000 00	49,055 00	7,120 00					
Escambia	37,132 93	10,730 00	27,860 68	8,522 25					
Franklin	10,600 00	2,900 00	7,800 00	900 00					
Gadsden	260 00			260 00					
Hamilton	440 00			440 00					
Hernando	8,357 02	720 00	6,860 00	777 02					
Hillsborough	23,705 00	7,500 00	10,220 00	5,985 00					
Holmes	809 00			809 00					

Jackson	5,532 00	200 00	3,200 00	2,132 00	.....	.....	.....	.....	.....
Jefferson	7,454 00	895 00	5,465 00	1,094 00	.....	.....	.....	.....	.....
Lafayette	350 00	50 00	300 00	.....	.....	.....	.....	.....	.....
Lake	8,605 00	1,015 00	5,225 00	2,365 00	.....	.....	.....	.....	.....
Lee	5,850 00	1,235 00	3,800 00	815 00	.....	.....	.....	.....	.....
Leon	21,183 00	3,500 00	15,045 00	2,638 00	.....	.....	.....	.....	.....
Levy	5,923 00	813 00	4,125 00	985 00	.....	.....	.....	.....	.....
Liberty	808 00	30 00	635 00	143 00	.....	.....	.....	.....	...
Madison	4,730 00	150 00	3,500 00	1,080 00	.....	.....	.....	.....	.....
Manatee	8,405 00	.....	7,575 00	830 06	.....	.....	.....	.....	.....
Marion	35,535 00	4,765 00	30,050 00	7,200 00	.....	.....	.....	.....	.....
Monroe	37,700 00	9,300 00	25,900 00	2,500 00	.....	.....	.....	.....	.....
Nassau	18,095 00	1,650 00	14,620 00	1,825 00	.....	.....	.....	.....	.....
Orange	2,920 00	.....**	.....	395 00	.....	.....	.....	.....	.....
Osceola	5,935 00	955 00	3,275 00	1,705 00	.....	.....	.....	.....	.....
Pasco	13,460 00	1,085 00	10,455 00	1,920 00	.....	.....	.....	.....	.....
Polk	14,650 00	900 00	11,800 00	1,950 00	.....	.....	.....	.....	.....
Putnam	3,560 00	1,160 00	1,300 00	1,100 00	.....	.....	.....	.....	.....
St. Johns	22,015 00	3,075 00	16,600 00	2,340 00	.....	.....	.....	.....	.....
Santa Rosa	4,850 04	.....	2,000 00	2,850 00	.....	.....	.....	.....	.....
Sumter	8,315 00	.....	7,025 00	1,290 00	.....	.....	.....	.....	.....
Suwannee	2,568 00	300 00	2,000 00	2,268 00	.....	.....	.....	.....	.....
Taylor	635 50	.....	300 00	335 50	.....	.....	.....	.....	.....
Volusia	38,305 00	.....***	.....	7,587 53	.....	.....	.....	.....	.....
Wakulla	.....	.....	.....	.....	.....	.....	.....	.....	.....
Walton	230 00	230 00	.....	.....	.....	.....	.....	.....	.....
Washington	6,415 00	5,250 00	1,165 00	.....	.....	.....	.....	.....	.....
	$548,28449	$68,348 50	$326,790 18	$88,493 06					

*Reported value of lots and buildings, $31,010. **Reported value of lots and buildings, $2,525, evidently too small. ***Reported value of lots and buildings, $30,717.75.

TABLE I.—SCHOOLS.

1893–94. COUNTIES.	Whole No.	No. White.	No. Negro.	Census 1892, School Population. Total.	White.	Negro.	No. of School Youth for Each School. Total.	White.	Negro.
Alachua	114	70	44	9,664	3,874	5,790	89	59	135
Baker	38	33	5	1,225	963	262	33	29	53
Bradford	49	39	10	3,062	2,472	590	60	59	66
Brevard	49	41	8	1,021	874	147	24	24	24
Calhoun	26	19	7	992	702	290	40	35	41
Citrus	32	26	6	843	701	142	30	30	30
Clay	52	45	7	1,655	1,276	379	32	29	54
Columbia	74	46	28	4,166	2,149	2,017	56	48	72
Dade	12	11	1	203	182	21	17	17	21
DeSoto	54	52	2	2,442	2,361	81	44	45	27
Duval	84	52	32	9,497	3,562	5,935	105	63	174
Escambia	62	40	22	5,884	3,569	2,315	94	93	110
Franklin	6	3	3	954	593	361	159	148	180
Gadsden	67	38	29	5,187	1,613	3,574	81	45	128
Hamilton	61	45	16	2,944	1,866	1,078	49	40	72
Hernando	24	16	8	822	553	269	32	29	34
Hillsborough	85	74	11	4,584	3,788	796	55	53	72
Holmes	42	39	3	1,810	1,737	73	43	45	24

Jackson	92	57	35	6,754	2,830	3,924	75	55	103
Jefferson	65	31	34	6,486	1,280	5,206	101	40	169
Lafayette	39	38	1	1,325	1,282	43	31	31	22
Lake	69	54	15	2,458	1,936	522	37	37	37
Lee	13	12	1	458	438	20	31	31	20
Leon	65	29	36	10,001	941	9,060	159	33	260
Levy	52	41	11	2,397	1,518	879	46	38	63
Liberty	19	12	7	570	312	258	58	78	43
Madison	87	53	34	5,622	2,292	3,330	83	60	111
Manatee	32	30	2	1,151	1,111	40	38	38	40
Marion	111	71	40	7,683	3,175	4,508	67	43	110
Monroe	8	6	2	5,875	4,122	1,753	534	458	876
Nassau	61	44	17	3,014	1,458	1,556	49	33	91
Orange	73	56	17	3,743	2,698	1,045	52	49	58
Osceola	26	23	3	1,008	878	130	34	32	43
Pasco	43	39	4	1,339	1,287	52	33	33	26
Polk	78	74	4	3,073	2,759	314	37	35	52
Putnam	76	50	26	3,431	2,062	1,368	48	43	49
Santa Rosa	34	28	6	2,197	1,520	667	65	56	95
St. Johns	71	60	11	3,205	2,333	872	38	31	87
Sumter	39	30	9	1,895	1,344	551	43	40	55
Suwannee	76	49	27	4,131	2,102	2,029	57	46	80
Taylor	32	31	1	1,108	925	183	43	40	....
Volusia	60	46	14	2,438	1,692	746	44	44	57
Wakulla	28	19	9	800	485	315	28	25	35
Walton	65	55	10	2,468	2,148	320	38	39	32
Washington	57	48	9	2,521	1,946	575	56	51	82
Totals	2,404	1,775	629	144,106	79,719	64,387			

TABLE II.

SHOWING ENROLLMENT.

1893-4 COUNTIES.	Totals.			Males.			Females.			Number in 100 of School Population Enrolled.	
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.	White.	Negro.
Alachua	5,610	2,538	3,072	2,730	1,295	1,435	2,880	1,243	1,637	65	58
Baker	1,057	880	177	558	477	81	499	403	96	91	65
Bradford	2,376	1,937	439	1,264	1,040	224	1,112	897	215	78	74
Brevard	994	794	200	478	388	90	516	406	110	90	135
Calhoun	612	475	137	308	242	66	304	233	71	67	24
Citrus	734	604	130	395	334	61	339	270	69	86	91
Clay	1,409	1,158	251	718	571	147	691	587	104	90	66
Columbia	3,122	1,663	1,459	1,547	865	68	1,575	798	777	77	70
Dade	229	217	12	114	106	8	118	114	4	119	59
DeSoto	1,902	1,863	39	990	971	19	912	892	20	79	48
Duval	5,498	2,411	3,087	2,457	1,207	1,250	3,041	1,204	1,837	67	50
Escambia	4,029	2,503	1 526	1,942	1,263	679	2,087	1,240	847	70	65
Franklin	620	338	282	289	148	141	331	190	141	57	79
Gadsden	2,980	1,163	1,817	1,489	574	915	1,491	589	902	72	50
Hamilton	1,943	1,425	519	1,022	766	256	922	659	263	71	48
Hernando	720	427	293	388	250	138	382	227	155	77	108
Hillsborough	3,428	2,959	469	1,714	1,482	232	1,714	1,477	237	78	59
Holmes	1,358	1,310	48	668	650	18	690	660	30	75	65

Jackson	4,863	2,350	2,513	2,489	1,251	1,238	2,374	1,099	1,275	83	64
Jefferson	3,701	947	2,754	1,855	464	1,391	1,846	483	1,363	73	52
Lafayette	891	863	28	488	475	13	403	388	15	67	65
Lake	2,092	1,592	500	1,081	825	256	1,011	767	244	82	95
Lee	329	311	18	160	153	7	169	158	11	71	90
Leon	3 635	572	3,063	1,709	282	1,427	1,726	290	1,636	60	33
Levy	1,662	1,251	411	855	641	205	836	610	206	82	48
Liberty	531	303	228	293	168	125	138	135	103	93	89
Madison	4,136	1,831	2,305	1,925	968	957	2,211	863	1,348	79	69
Manatee	920	878	42	485	464	21	435	414	21	79	105
Marion	5,265	2,420	2,845	2,578	1,237	1,341	2,684	1,183	1,501	76	63
Monroe	1,740	1,098	642	879	541	338	861	557	304	26	37
Nassau	2,116	1,111	1,005	1,083	583	500	1,033	528	505	76	64
Orange	2,620	1,773	847	1,267	850	417	1,353	923	430	65	81
Osceola	796	681	115	438	370	68	358	311	47	76	88
Pasco	1,201	1,144	57	606	571	35	595	573	22	88	109
Polk	2,839	2,588	251	1,489	1,372	117	1,354	1,216	138	90	80
Putnam	2,581	1,314	1,267	1,378	750	628	1,203	564	639	63	92
Santa Rosa	1,311	886	425	641	454	187	670	432	238	58	63
St. Johns	2,615	2,023	592	1,323	1,059	264	1,292	964	328	86	67
Sumter	1,369	970	399	666	471	195	703	499	204	72	72
Suwannee	3,028	1,743	1,285	1,600	902	598	1,528	841	687	83	63
Taylor	900	863	37	485	465	20	415	398	17	93	20
Volusia	1,917	1,371	566	999	728	271	938	643	295	81	75
Wakulla	943	569	374	495	304	191	448	265	183	117	118
Walton	2,108	1,803	305	1,111	959	152	997	844	153	83	95
Washington	1,959	1,527	432	939	764	175	1,020	763	257	78	75
Totals	96,775	59,503	37,272	48,251	30,660	17,591	48,524	28,843	19,681	.....	.....

TABLE III.

SHOWING ATTENDANCE AND SCHOOL TERMS.

1893-4, COUNTY.	Average Attendance.			No in 100 of school Pop'tion in attendance entire term.		Whole Number of taught.	Num-days	Average length of school term.	
	Total.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
Alachua	3,770	1,728	2,042	44	35	7,216	4,707	103	107
Baker	742	616	126	63	48	2,640	400	80	80
Bradford	1,710	1,419	291	53	49	3,910	800	81	79
Brevard	658	537	121	61	82	4,520	813	109	99
Calhoun	350	264	86	37	29	1,648	520	89	75
Citrus	580	492	88	70	61	2,800	540	107	90
Clay	886	708	178	55	47	3,340	560	80	80
Columbia	1,653	927	726	43	35	4,049	2,400	88	85
Dade	128	120	8	65	39	1,277	160	140	140
DeSoto	1,365	1,334	31	56	38	4,490	180	86	90
Duval	3,493	1,770	1,723	49	28	5,687	3,246	108	101
Escambia	2,570	1,625	945	45	40	3,592	2,048	90	93
Franklin	457	248	209	68	60	360	360	120	120
Gadsden	1,953	779	1,174	48	32	3,154	2,369	85	82
Hamilton	1,120	846	274	45	25	3,693	1,284	82	80
Hernando	512	337	175	60	65	1,412	640	88	80
Hillsborough	2,318	2,017	301	53	37	8,371	1,050	127	100
Holmes	773	742	31	42	42	2,628	220	65	55

Jackson	2,793	1,452	1,341		51	34	5,340	2,820	96	80
Jefferson	1,888	491	1,397		38	26	3,280	2,340	102	69
Lafayette	672	647	25		50	58	3,574	80	80	80
Lake	1,377	1,044	333		59	63	6,270	1,520	118	118
Lee	218	203	15		46	75	1,340	101	96	100
Leon	2,201	372	1,829		39	20	3,110	3,680	108	102
Levy	1,209	942	267		61	30	3,777	973	92	88
Liberty	350	188	162		60	62	1,000	600	85	85
Madison	3,091	1,629	1,462		71	43	5,092	3,030	106	120
Manatee	708	673	35		60	87	2,829	200	90	100
Marion	3,386	1,582	1,804		49	40	8,345	4,460	117	113
Monroe	1,142	734	408		17	23	815	316	138	158
Nassau	1,707	888	819		60	52	3,448	1,326	79	78
Orange	2 212	1,526	686		54	65	6,640	1,940	118	118
Osceola	505	435	70		49	53	2,050	300	95	100
Pasco	816	780	36		60	69	3,785	340	100	85
Polk	2,005	1,832	173		66	55	7,030	700	94	100
Putnam	1,875	1,044	831		50	60	5,823	3,080	114	119
St. Johns	1,017	656	361		43	54	3,976	886	143	151
Santa Rosa	1,861	1,471	390		63	44	4,261	880	72	80
Sumter	1,050	770	280		57	50	3,378	1,080	113	120
Suwannee	1,964	1,106	858		52	42	4,604	2,718	90	101
Taylor	459	440	19		47	10	3,008	55	97	55
Volusia	1,575	1,105	470		65	63	4,936	1,606	107	115
Wakulla	520	323	197		66	62	1,739	889	91	99
Walton	1,077	908	169		42	52	5,955	999	112	100
Washington	1,226	942	284		48	49	4,340	785	95	88
	64,138	38,752	25,386	Av.	48	Av. 39	173,231	60,006	99	95

TABLE IV.

TEACHERS.

1893–4. County.	Whole Number.			Males.			Females.			Highest salary paid.			
										White.		Negro.	
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Male.	Female.	Male.	Female.
Alachua	154	84	66	55	30	25	95	54	41	$125 00	$60 00	$60 00	$35 00
Baker	38	33	5	35	22	3	13	11	2	30 00	30 00	37 00	20 00
Bradford	22	12	10	33	26	7	29	26	3	165 00	120 00	35 00	20 00
Brevard	58	48	10	18	11	7	40	37	3	100 00	50 00	45 00	30 00
Calhoun	22	17	5	12	7	5	10	10	...	25 00	25 00	17 50	.....
Citrus	36	31	5	13	10	3	23	21	2	50 00	50 00	35 00	25 00
Clay	57	48	9	25	17	8	32	31	1	100 00	45 00	40 00	30 00
Columbia	83	53	30	43	25	18	40	28	12	100 00	50 00	45 00	30 00
Dade	12	11	1	3	2	1	9	9	..	45 00	50 00	30 00	.....
DeSoto	61	59	2	37	36	1	24	23	1	75 00	55 00	30 00	25 00
Duval	152	89	63	34	13	21	118	76	42	187 50	80 00	100 00	50 00
Escambia	89	60	29	20	10	10	69	50	19	150 00	50 00	50 00	45 00
Franklin	14	9	5	5	3	2	9	6	3	75 00	35 00	50 00	25 00
Gadsden	73	44	29	43	20	23	30	24	6	70 00	35 00	35 00	22 00
Hamilton	67	51	16	36	24	12	31	27	4	42 00	42 00	25 00	25 00
Hernando	31	22	9	11	7	4	20	15	5	100 00	40 00	25 00	25 00
Hillsborough	106	94	12	47	44	3	59	50	9	187 50	60 00	30 00	30 00
Holmes	43	40	3	33	31	2	10	9	1	50 00	25 00	20 00	16 00

Jackson	98	62	36	61	34	27	37	28	9	125 00	37 50	30	24
Jefferson	80	42	38	28	9	19	52	33	19	70 00	55 00	31 25	25
Lafayette	49	48	1	31	30	1	18	18	.....	30 00	30 00	.....	25
Lake	84	68	16	36	29	7	48	39	9	100 00	65	40	25
Lee	15	14	1	6	5	1	9	9	.....	75 00	40	30	.....
Leon	77	33	44	35	7	28	42	26	16	75 00	40	50	30
Levy	54	42	12	33	23	9	22	19	3	60 00	45	35	30
Liberty	20	12	8	9	5	4	11	7	4	35 00	27	30	20
Madison	116	72	46	67	33	34	51	39	12	87 50	40	50	22
Manatee	34	32	2	19	18	1	15	14	1	80 00	69	19 13	31 50
Marion	133	85	48	42	25	17	91	60	31	150 00	65	60	45
Monroe	29	20	9	6	4	2	23	16	7	150 00	100	111 11	40 00
Nassau	80	50	24	20	14	6	54	36	18	125 00	45	75	30
Orange	104	75	29	21	15	6	83	60	23	100 00	85	75	50
Osceola	33	29	4	14	10	4	19	19	.....	100 00	45	45	.....
Pasco	46	42	4	28	26	2	18	16	2	75 00	50	25	20
Polk	95	86	7	43	40	3	50	46	4	150 00	50	50	30
Putnam	93	58	34	32	16	16	60	42	18	80 00	75	60	35
St. Johns	58	46	12	12	9	3	46	37	9	90 00	40	50	35
Santa Rosa	81	67	14	46	40	6	35	27	8	60 00	35	40	30
Sumter	49	37	12	19	14	5	30	23	7	75 00	50	45	25
Suwannee	84	52	32	46	29	17	38	23	15	100 00	50	40	26
Taylor	33	32	1	19	18	1	14	14	.....	30 00	30	20	.....
Volusia	75	54	21	31	15	16	44	39	5	50 00	80	50	40
Wakulla	28	19	9	21	15	6	7	4	3	27 50	20	20	25
Walton	75	67	8	40	36	4	35	31	4	75 00	40	35	40
Washington	61	52	9	46	39	7	15	13	2	60 00	35	25	20
Total	2,923	2,151	772	1,294	904	390	1,629	1,247	382	$187 50	$120 00	$111 11	$ 50 00

TABLE V.

SALARIES OF TEACHERS.

1898–4. COUNTIES.	Total Salaries Paid.							Average Salaries.			
				Males.		Females.		Males.		Females.	
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
Alachua	$27,729 49	$17,881 91	$9,847 58	$ 8,515 17	$ 4,436 25	$ 9,366 74	$ 5,411 30	$49 50	$32 00	$32 54	$23 66
Baker	3,516 00	2,968 00	548 00	1,964 00	388 00	1,004 00	160 00	22 31	32 33	22 81	20 00
Bradford	7,864 03	6,896 55	967 50	3,931 03	760 00	2,965 50	207 50	37 80	27 14	28 52	17 29
Brevard	10,396 00	9,058 50	1,337 50	2,213 50	1,092 50	6,848 00	245 00	45 90	35 66	35 80	25 00
Calhoun	2,347 00	1,949 50	397 50	834 75	397 50	1,114 75	.....	23 54	15 28	23 10	.....
Citrus	6,375 25	5,560 25	815 00	1,941 75	517 00	3,618 50	298 00	37 55	30 41	33 46	29 80
Clay	7,225 00	6,225 00	1,000 00	2,995 00	880 00	3,230 00	120 00	36 69	25 41	25 00	30 00
Columbia	12,833 25	9,443 25	3,390 00	4,595 75	2,215 00	4,847 50	1,175 00	37 20	27 50	36 42	22 92
Dade	2,865 00	2,625 00	240 00	325 00	240 00	2,300 00	.....	42 50	30 00	42 00	.....
DeSoto	10,018 70	9,769 70	249 00	6,232 55	150 00	3,537 15	99 00	38 36	30 00	31 51	24 71
Duval	36,862 00	24,408 00	12,454 00	5,682 75	4,514 00	18,724 25	7,940 00	65 77	38 81	36 65	30 71
Escambia	19,317 85	13,841 55	5,476 30	3,246 50	2,190 25	10,595 05	3,286 05	55 25	40 00	37 35	31 58
Franklin	2,760 00	1,920 00	840 00	930 00	420 00	990 00	420 00	55 00	35 00	30 84	23 34
Gadsden	8,550 00	6,088 00	2,462 00	3,156 00	1,998 00	2,932 00	464 00	34 62	19 91	28 65	19 50
Hamilton	7,418 12	5,904 87	1,513 25	2,884 62	1,165 00	3,020 25	348 75	28 15	22 00	25 87	22 50
Hernando	6,070 00	5,170 00	900 00	2,660 00	400 00	2,510 00	500 00	59 28	25 00	28 57	25 00
Hillsborough	29,072 45	27,538 45	1,534 00	14,502 00	490 00	13,036 45	1,044 00	48 00	30 00	40 00	25 00
Holmes	3,477 50	3,312 50	165 00	2,670 00	125 00	642 50	40 00	27 24	18 00	23 80	10 00

Jackson	11,600 00	8,344 00	3,256 00	5,524 00	2,550 00	2,820 00	706 00	30 00	24 00	25 00	22 00
Jefferson	10,814 00	7,837 00	2,977 00	2,085 00	1,503 00	5,752 90	1,474 00	38 61	19 52	31 26	18 90
Lafayette	4,531 11	4,431 11	100 00	3,195 70	.....	1,235 41	100 00	25 00	.....	25 00	25 00
Lake	19,484 20	17,010 50	2,473 70	8,748 75	1,471 00	8,261 75	1,002 50	50 20	32 80	35 20	20 80
Lee	2,442 50	2,287 50	150 00	987 50	150 00	1,350 50	.....	35 00	30 00	30 00	.....
Leon	12,457 50	6,622 50	5,835 00	1,380 00	3,730 00	5,252 50	2,105 00	32 15	24 30	32 70	24 47
Levy	7,510 23	6,185 75	1,324 48	3,168 75	1,074 48	3,017 00	250 00	30 50	26 66	34 00	25 00
Liberty	1,772 50	1,187 50	585 00	580 00	360 00	607 50	225 00	29 50	22 50	19 35	12 81
Madison	11,749 00	8,233 50	3,515 50	4,196 75	2,564 50	4,036 75	951 00	31 87	18 70	28 17	17 70
Manatee	6,068 10	5,817 04	251 06	3,406 54	93 56	2,410 50	157 50	37 85	18 71	34 43	31 50
Marion	29,095 50	20,948 75	8,146 75	7,403 25	3,255 00	13,543 50	4,891 75	46 00	33 23	35 60	28 40
Monroe	10,404 00	7,299 00	3,105 88	1,910 00	1,368 88	5,389 00	1,737 00	66 50	85 55	40 94	30 43
Nassau	10,587 50	7,827 50	2,760 00	2,980 00	1,140 00	4,847 50	1,620 00	42 14	47 08	26 39	22 23
Orange	25,771 13	18,923 63	6,247 50	4,744 00	1,920 00	14,179 63	4,327 50	52 71	53 33	39 39	31 36
Osceola	5,299 87	4,759 87	540 00	1,831 37	540 00	2,928 50	.....	40 70	27 50	31 15	.....
Pasco	7,899 75	7,534 75	365 00	4,576 00	225 00	2,938 75	140 00	37 67	22 50	36 61	20 00
Polk	18,652 75	17,537 75	1,115 00	9,392 75	575 00	8,145 00	500 00	46 96	38 33	35 85	27 00
Putnam	18,522 33	12,141 83	6,380 50	3,413 08	3,540 00	8,728 75	2,840 50	34 86	33 34	29 61	21 11
St. Johns	11,267 00	8,550 00	2,717 00	2,135 00	839 00	6,415 00	1,878 60	40 00	35 00	23 00	24 00
Santa Rosa	7,577 75	6,137 75	1,440 00	4,241 00	660 00	1,896 75	780 00	28 05	27 50	19 75	24 17
Sumter	9,740 75	8,010 00	1,730 75	3,900 00	990 00	4,110 00	740 00	49 28	33 00	26 08	17 28
Suwannee	9,447 05	6,135 05	3,312 00	5,437 35	2,102 00	2,697 70	1,310 00	31 86	29 52	30 62	19 76
Taylor	3,531 00	3,476 00	55 00	2,115 50	55 00	1,360 50	.....	24 44	20 00	20 73	.....
Volusia	17,217 00	12,949 00	4,268 00	3,125 00	3,170 00	9,824 00	1,098 00	41 83	33 44	43 00	30 00
Wakulla	2,448 25	1,679 90	768 35	1,358 48	514 35	621 42	254 00	19 60	16 91	19 53	18 36
Walton	10,391 04	9,112 43	1,278 61	5,393 48	656 25	3,718 95	622 36	38 94	25 85	27 91	27 15
Washington	7,467 25	6,632 25	835 00	5,283 25	690 00	1,349 00	145 00	25 57	20 75	23 85	20 00
Totals	$503,368 49	$391,363 67	$112,004 82	$171,995 27	$57,434 92	$219 368 40	$54,569 9	$38 25	$30 00	$35 25	$28 75

Average monthly salary for State: Whites, $36.50; Negroes, $29.50; Males, $35.50; Females, 34. General average, $34.50.

TABLE VI.

SCHOOL TAXATION.

1893-94. COUNTIES.	Assessed value of Real and Personal Property.	County Levy.			Polls Collected.	One Mill Tax.	
		No. Mills.	Amount Levied.	Amount Collected.		Levied.	Collected.
Alachua	$4,360,843 91	5	$21,804 20	$15,724 77	2,642	$4,360 84	$3,828 90
Baker	681,518 00	4	2,726 04	2,606 54	354	681 51	672 66
Bradford	1,622,058 00	5	8,110 29	3,297 77	635	1,622 05	1,267 67
Brevard	2,707,230 00	5	13,536 15	11,691 76	730	2,707 23	2,223 99
Calhoun	490,117 00	4½	2,205 51	*2,350 27	296	490 11	467 65
Citrus	1,622,262 00	5	8,111 31	7,200 21	464	1,622 26	1,523 88
Clay	1,720,767 00	5	8,603 83	7,534 27	.....	1,720 76	1,370 22
Columbia	2,032.350 67	5	10,161 33	*11,062 57	2,113	2,032 35	1,921 45
Dade	1.171,442 00	4½	5,271 48	5,026 16	94	1,171 44	1,032 88
DeSoto	3,056,785 00	4½	13,755 51	7,862 78	1,059	3,056 78	1,805 55
Duval	8,849,854 00	5	44,249 27	39,306 62	723	8,849 85	7,495 42
Escambia	4,308,814 00	5	21,544 07	19,748 83	982	4,308 81	4,178 67
Franklin	716,233 00	5	3,581 16	2,755 80	310	716 23	681 56
Gadsden	1,097,084 00	4	4,388 33	3,282 47	1,093	1,097 08	1,068 90
Hamilton	1,335,255 00	3	4,005 76	*4,504 17	716	1,335 25	1,283 27
Hernando	1,253.685 55	5	6,268 42	4,527 55	.....	1,253 68	1,131 92
Hillsborough	6,567,679 06	4¾	31,195 44	26,685 35	3,500	6,567 67	6,440 37
Holmes	565,025 00	4	2,260 10	1,929 70	650	565 02	513 89

Jackson	1,862,809 86	4½	8,382 63	**8,382 64	1,700	1,862 80	1,754 63
Jefferson	1,631,142 00	5	8,155 71	7,310 80	1,004	1,631 14	1,503 07
Lafayette	950,240 00	5	4,751 20	*5,164 43	502	950 24	912 73
Lake	4,132,445 48	4½	18,596 00	18,243 03	1,871	4,132 44	3,816 43
Lee	1,252,425 00	3	3,757 27	3,286 49	278	1,252 42	1,183 25
Leon	2,069,995 00	3	6,207,98	5,142 90	1,219	2,069 99	2,043 15
Levy	1,626,825 00	5	8,134 12	5,509 72	900	1,626 82	1,600 25
Liberty	331,656 00	4½	1,492 44	1,383 64	180	331 65	329 30
Madison	1,584,950 00	4	6,339 80	5,070 47	1,629	1,584 05	1,569 34
Manatee	1,276,369 00	5	6,381 84	5,554 42	494	1,276 36	1,104 67
Marion	5,707,780 21	5	28,538 90	25,889 99	2,378	5,707 78	5,340 42
Monroe	2,861,205 00	4	11,444 82	9,813 07	709	2,861 20	2,469 33
Nassau	2,164,493 00	5	10,822 46	9,438 85	800	2,164 49	1,979 51
Orange	5,336,687 12	4	21,346 74	18,138 51	2,031	5,336 38	4,954 36
Osceola	1,381,958 00	5	6,909 79	6,284 68	461	1,381 95	1,258 39
Pasco	1,626.093 61	5	8,130 46	7,361 61	784	1,626 09	1,476 86
Polk	3,902,538 00	5	19,512 69	18,739,60	1,619	3,902 53	3,945 89
Putnam	4,176,000 00	4	16,704 00	10,351 42	2,006	4,176 00	3,366 04
St. Johns	2,694,333 04	5	13,471 66	12,723 05	720	2,694 33	2,648 36
Santa Rosa	1.302,830 00	5	6,514 15	5,251 15	441	1,302 83	1,222 17
Sumter	1,877.789 02	5	8,388 94	6,538 65	910	1,877 78	1,759 42
Suwannee	1,907,650 46	5	9,538 25	8,851 46	1,343	1,907 65	1,824 15
Taylor	557,020 00	4	2,228 08	1,632 20	448	557 02	434 72
Volusia	3,839,449 00	5	19,197 24	17,322 07	900	3,839 44	3,624 09
Wakulla	416,726 00	4	1,666 90	1,530 56	391	416 72	*439 21
Walton	1,296,806 66	4½	5,835 62	5,016 73	577	1,296 80	1,261 98
Washington	1,238,186 58	4	4,952 76	4,317 59	867	1,238 18	1,135 62
Total	$103,165,406 23		$479,180 65	$402,344 32	43,623	$103,154 00	$93,774 19

*As reported, evidently too large. **Certainly 100 per cent. not collected,

TABLE VII.

RECEIPTS.

1893–4. COUNTY.	Total.	From County Levy.	From Polls.	From One-mill Tax.	From Interest on Permanent Fund.	From Fines and Forfeitures.	Land and Tax Sale Certificates.	From County Examinations.	* Other Sources.
Alachua	$ 29,323 77	$15,724 77	$2,642	$6,764 80	$2,367 68	80 75	$ 366 27	$ 169	$1,157 40
Baker	5,224 44	2,606 54	354	857 50	300 13	45	38 78	9	253 19
Bradford	13,587 69	3,297 77	635	2,143 40	750 19	117	329 80	44	4,275 53
Brevard	15,430 67	11,691 76	730	714 70	250 15	130	708 68	3	737 33
Calhoun	4,658 17	2,350 27	296	694 40	243 04	29	144 13	26	28 25
Citrus	10,353 37	7,200 21	464	590 10	206 53	19 50	335 50	59	2,124 14
Clay	12,058 01	7,534 27	.....	1,158 50	405 48	102 60	698 02	35	1,993 35
Columbia	20,509 69	11,062 57	2,113	2,916 20	1,020 67	95	261 33	22	.....
Dade	5,465 81	5,026 16	94	142 10	49 73	147 85	7 97	.....	1,017
DeSoto	18,858 20	7,862 78	1,059	1,709 40	598 29	201 40	1,647 57	105	4,421 33
Duval	54,149 35	39,306 62	723	6,647 90	2,326 76	464 75	.....	73	4,925 20
Escambia	33,358 67	19,748 83	982	4,118 80	1,441 58	741 16	397 75	22	758 26
Franklin	5,630 47	2,755 80	310	667 80	233 73	72	42 63	6	1,025 19
Gadsden	10,611 56	3,282 47	1,093	3,630 90	1,270 82	214 50	32 68	62	2,864 75
Hamilton	11,216 43	4,504 17	716	2,060 80	721 28	203 50	68 63	49	519 27
Hernando	7,179 87	4,527 55	.....	575 40	201 39	246	184 18	22	33 50
Hillsborough	37,589 53	26,685 35	3,500	3,208 80	1,123 08	849 45	363 19	.....	50
Holmes	6,339 47	1,929 70	650	1,267 00	443 45	71 70	142 10	.....	.....

Jackson	19,987 62	8,382 64	1,700	4,727 80	1,654 73	28 00	.....	73 00	.....
Jefferson	14,676 70	7,310 80	1,004	4,540 20	1,589 07	116 05	83 52	33 00	258 38
Lafayette	7,238 64	5,164 43	502	927 50	324 63	.....	.....	40 00	844 50
Lake	23,979 46	18,243 03	1,871	1,720 60	602 21	314 00	197 39	67 00	82 00
Lee	6,902 56	3,286 49	278	320 60	112 21	98 90	159 43	.....	638 81
Leon	25,876 70	5,142 90	1,219	7,000 70	2,450 25	169 25	123 91	52 00	.....
Levy	10,079 62	5,509 72	900	1,677 90	587 26	145 00	60 57	35 00	184 09
Liberty	3,927 57	1,383 64	180	399 00	139 65	33 25	257 22	12 00	943 36
Madison	16,159 03	5,070 47	1,629	3,935 40	1,377 39	174 15	38 19	44 00	.....
Manatee	7,476 99	5,554 42	494	805 70	282 00	151 50	155 25	23 00	474 66
Marion	38,813 17	25,889 99	2,378	5,378 10	1,882 33	1,150 55	1,265 90	290 85	1,500 00
Monroe	23,496 12	9,812 07	709	4,112 50	1,439 37	249 00	.....	33 00	2,844 85
Nassau	16,500 50	9,438 85	800	2,109 80	738 43	246 50	272 95	46 00	6,408 15
Orange	33,471 49	18,138 51	2,031	2 620 10	917 03	141 00	3,121 20	94 00	.....
Osceola	8,931 15	6,284 68	461	705 60	246 96	61 00	149 19	10 0	.....
Pasco	9,749 57	7,361 61	784	937 30	328 05	152 95	146 66	39 00	.....
Polk	27,277 67	18,739 60	1,619	2,151 10	752 89	747 00	695 63	42 00	330 35
Putnam	25,296 18	10,351 42	2,006	2,401 70	840 59	327 30	855 45	367 82	5,585 32
St. Johns	18,323 77	12,723 05	720	1,537 90	538 26	258 50	123 55	30 00	72 00
Santa Rosa	12,113 98	5,251 15	441	2,243 50	785 23	390 65	.....	41 00	2,805 74
Sumter	11,981 87	6,538 65	910	1,326 50	464 28	109 69	142 4	30 00	2,460 35
Suwannee	21,966 01	8,851 46	1,343	2,891 70	1,012 10	374 80	192 79	58 00	.....
Taylor	5,209 96	1,632 20	448	775 60	271 46	69 25	116 90	30 00	.....
Volusia	21,176 09	17,322 07	900	1,706 60	597 31	326 45	1,019 60	44 00	.....
Wakulla	3,326 35	1,530 56	391	560 00	196 00	5 25	25 60	.....	.....
Walton	13,112 26	5,016 73	577	1,727 60	604 66	135 05	45 50	63 00	.....
Washington	10,527 47	4,317 59	867	1,764 70	617 64	100 00	144 50	45 00	.....
Totals	$647,174 86	$ 402,344 32	$43,623	$100,874 20	$ 35,305 97	$ 9,906 60	$ 15,099 35	$ 2,343 67	$53,071 95

*This includes (1) Cash balance from preceding year; (2) Outstanding warrants and bills payable used during the year, (3) Tuition of non-residents (4) Sub-district levies and (5) Some unclassified receipts, *See Balance Table.*

TABLE VIII.

EXPENDITURES.

1893–4. COUNTIES.	Total.	Salaries of Teachers.	Salary and Traveling Expense Co. Supt.	Amount Paid Treasurer.	Mileage and per diem of School Board.	Incidental and Office Exps. of Supt. and Board.	For School Lots.	For New Buildings.	Furniture and Apparatus.	Incidental Expenses.
Alachua	$31,179 33	$27,729 49	$1,200 00	$601 15	$154 20	$118 73	.....	$630 00	$158 90	$588 91
Baker	4,422 00	3,516 00	300 00	.....	126 00	.....	.....	450 00	.....	30 00
Bradford	13,283 61	7,864 03	422 00	356 88	127 20	100 00	.....	.....	.....	4,368 50
Brevard	14,811 25	10,396 00	825 00	.....	255 40	312 17	.....	228 85	700 88	2,051 97
Calhoun	3,229 32	2,347 00	300 00	72 47	237 20	35 25	.....	.....	.....	237 40
Citrus	8,534 32	6,375 25	551 72	196 40	159 90	50 68	.....	340 71	.....	679 66
Clay	11,114 52	7,225 00	515 50	136 89	166 90	16 83	.....	.....	9 08	3,220 32
Columbia	18,941 36	12,833 25	600 00	316 84	211 10	96 75	.....	182 02	7 00	4,694 40
Dade	3,674 00	2,865 00	195 41	.....	65 65	.....	.....	.....	48 40	315 04
DeSoto	11,439 49	10,018 70	600 00	.....	300 40	42 30	.....	.....	.....	478 09
Duval	53,435 32	36,862 00	1,200 00	.....	222 30	98 53	399 25	5,117 50	891 91	8,624 41
Escambia	29,361 82	19,317 85	1,049 00	.....	185 00	280 20	.....	2,913 60	736 35	5,369 83
Franklin	5,071 33	2,760 00	80 00	147 00	132 50	18 40	.....	641 27	130 21	1,759 96
Gadsden	10,581 84	8,550 00	675 00	210 54	173 60	76 25	.....	.....	.....	103 20
Hamilton	9,223 12	7,418 12	510 00	153 10	193 40	69 65	.....	800 00	.....	970 93
Hernando	6,813 60	6,070 00	450 00	104 50	95 20	30 00	.....	.....	3 00	693 45
Hillsborough	33,454 22	29,072 45	1,750 00	616 74	302 70	194 06	.....	105 00	232 06	1,168 11
Holmes	4,577 02	3,477 50	350 00	120 36	150 30	50 00	.....	.....	.....	452 36

Jackson.....	14,945 12	11,600 00	600 00	349 87	230 80	18 00	.....	.....	390 00	1,676 45
Jefferson.....	14,676 70	10,814 00	650 00	273 55	302 20	325 00	.....	.....	50 00	2,262 54
Lafayette.....	5,152 07	4,531 11	330 00	104 26	130 60	22 10	.....	.....	.....	45 00
Lake.....	23,464 11	19,484 20	1,411 89	464 06	112 60	139 58	50 00	675 00	28 64	968 14
Lee.....	3,475 13	2,442 50	326 00	84 17	136 30	30 50	.....	220 00	141 85	71 60
Leon.....	15,616 57	12,457 50	1,241 70	562 71	120 90	138 85	5 25	342 76	206 39	430 01
Levy.....	9,497 98	7,510 23	600 00	.....	257 10	75 39	172 50	703 00	60 65	110 26
Liberty.....	2,493 07	1,772 50	150 00	49 61	139 10	20 07	.....	.....	120 00	336 63
Madison.....	14,190 34	11,749 00	720 00	489 83	172 30	219 47	.....	646 65	.....	388 96
Manatee.....	7,335 16	6,068 10	500 00	135 47	109 00	20 00	.....	80 00	59 00	351 56
Marion.....	35,333 41	29,095 50	1,200 00	734 06	246 80	233 39	25 00	525 00	14 41	3,261 27
Monroe.....	17,722 85	10,404 00	541 35	.....	94 00	38 00	.....	.....	854 27	3,880 85
Nassau...	15,856 09	10,587 50	620 00	293 74	218 50	82 71	7 25	675 00	194 39	3,244 35
Orange.....	32,430 17	25,771 13	1,500 00	628 65	259 20	221 60	.....	.....	90 00	4,148 47
Osceola.....	8,387 49	5,299 87	600 00	188 00	109 80	1 95	.....	.....	.....	2,147 77
Pasco.....	9,749 51	7,899 75	610 00	174 00	118 80	74 54	.....	.....	.....	966 12
Polk.....	27,165 25	18,652 75	1,000 00	.....	191 80	146 50	.....	290 00	25 00	6,787 83
Putnam.....	21,095 39	18,522 33	900 00	.....	232 40	92 81	.....	180 00	390 80	779 97
St. Johns.....	14,763 83	11,267 00	600 00	328 00	139 20	219 96	579 00	145 91	437 00	1,263 65
Santa Rosa...	9,957 27	7,577 75	955 95	209 92	99 60	137 95	.....	.....	32 00	943 60
Sumter.....	11,971 87	9,740 75	600 00	.....	100 30	74 00	.....	.....	.....	1,461 82
Suwannee	13,382 58	9,447 05	600 00	252 48	308 60	93 00	.....	240 00	525 00	407 82
Taylor.....	4,882 11	3,531 00	212 50	101 48	178 70	31 60	.....	160 00	.....	399 48
Volusia.....	20,794 68	17,217 00	953 33	.....	218 80	201 18	.....	.....	.....	2,221 62
Wakulla.....	3,183 59	2,448 25	198 32	85 09	153 25	8 00	.....	.....	290 68	.....
Walton.....	12 992 86	10,391 04	480 00	.....	214 00	45 20	.....	.....	72 60	776 31
Washington..	8,692 25	7,467 25	482 65	175 29	160 00	53 80	.....	199 00	5 25	97 33
Total.....	$647,174 86	$503,367 49	$30,157 32	$8,717 11	$7,998 35	$4,355 00	$1,238 25	$7,126 35	$6,390 65	$75,235 95

TABLE IX.

INCIDENTAL EXPENSES DISTRIBUTED.

1893-94. COUNTIES.	Total.	Repairs on Buildings.	Insurance.	Rent.	Janitor.	Interest and Discount.	Paid Indebtedness for previous year.	For Examinations.	For Summer Schools for Teachers.	*Unclassified Expenses.
Alachua	$588 91	$171 00	.....	$11	.....	$322 41	.....	$81 30	.....	$1 20
Baker	30 00	.....	.....	....	.....	.....	.....	30 00	.....	.....
Bradford	4,368 50	.....	.....	....	.....	766 06	$3,046 45	25 60	$50 00	480 39
Brevard	2,051 97	563 80	.....	....	.....	.....	1,018 74	10 16	.....	359 27
Calhoun	237 40	.....	.....	....	.....	.....	130 00	21 25	.....	86 15
Citrus	679 66	10 00	$36 00	..	.....	90 00	150 92	19 30	50 00	323 44
Clay	3,220 32	15 92	.....	....	.....	.....	3,076 50	20 50	55 00	57 40
Columbia	4,694 40	109 20	.....	....	.....	7 26	4,555 04	22 90	.....	.....
Dade	315 04	74 25	.....	....	.....	.....	.....	.....	.....	240 79
DeSoto	478 09	.....	.....	.....	.....	.....	339 19	78 15	10 75	50 00
Duval	8,624 41	1,259 54	301 00	80	$993 00	904 66	3,890 68	56 50	.....	1,139 03
Escambia	5,369 83	223 38	123 60	123	402 00	937 32	2,363 00	49 55	15 00	639 97
Franklin	1,759 96	95 72	30 00	18	54 00	45 83	577 41	33 10	1 25	904 65
Gadsden	103 20	.....	23 25	...	.....	.....	.....	46 60	33 35	00 17
Hamilton	970 93	46 25	.....	....	.....	.....	893 08	31 60	.....	.....
Hernando	693 45	135 20	135 00	...	80 00	14 50	283 45	22 00	.....	23 40
Hillsborough	1,168 11	374 06	49 00	...	151 25	.....	.....	.....	500 00	93 80
Holmes	452 86	50 00	.....	...	.....	.....	317 86	23 00	.....	62 00

Jackson	1,676 45	.....	.....	...	.....	.....	1,419 95	73 50	100 00	84 60
Jefferson	2,262 54*	76 50	.....	50	.....	470 94	1,641 60	22 00	.....	1 50
Lafayette	45 00	.....	.....	....	.....	.....	.....	45 00	.....	.....
Lake	968 14	60 09	.....	..	.....	103 29	753 14	33 50	.....	15 12
Lee	71 60	8 00	15 00	15	.....	.....	.....	16 00	.....	17 60
Leon	430 01	160 42	.....	....	60 00	.....	.....	75 00	.....	134 59
Levy	110 26	40 15	.....	....	.....	.....	.....	.....	.....	70 11
Liberty	336 63	.....	.....	....	.....	9 60	310 73	16 30	.....	.....
Madison	388 96	253 16	.....	...	.....	.....	.....	33 10	86 00	16 70
Manatee	351 56	48 00	.....	....	8 00	16 00	160 00	.....	22 00	97 59
Marion	3,261 27	319 83	.....	....	.....	352 53	2,118 46	272 18	.....	198 25
Monroe	3,880 85	205 56	71 00	390	647 00	.....	309 15	80 00	.....	2,228 14
Nassau	3,244 35	290 10	63 00	56	104 00	441 28	2,000 00	56 60	50 00	183 27
Orange	4,148 47	.....	.....	.....	.....	596 27	3,518 50	33 70	.....	.....
Osceola	2,147 77	18 39	.....	...	45 00	30 95	1,540 56	15 95	.....	533 92
Pasco	966 12	229 00	.....	....	.....	76 55	528 12	58 70	.....	73 75
Polk	6,787 83	76 00	.....	..	.....	467 23	6,000 00	42 00	131 10	71 50
Putnam	779 97	66 32	8 75	....	.....	329 75	100 00	43 40	184 95	43 80
St. Johns	1,263 65	191 71	130 00	46	148 30	.....	285 00	36 00	195 00	231 64
Santa Rosa	943 60	19 60	42 00	20	.....	49 00	772 00	41 00	.....	.....
Sumter	1,461 82	.....	.....	....	.....	.....	1,279 85	20 40	.....	161 57
Suwannee	407 82	95 00	.....	....	.....	8 78	164 00	98 04	40 00	.....
Taylor	399 48	3 25	.....	....	.....	.....	.....	21 45	.....	374 78
Volusia	2,221 62	497 56	.....	30	25 00	508 67	.....	39 55	.....	1,120 84
Wakulla	.....	.....	.....	....	.....	.....	.....	.....	.....	.....
Walton	776 31	20 00	.....	....	.....	61 34	600 72	45 45	.....	8 80
Washington	97 33	66 33	.....	....	.....	.....	.....	31 00	.....	.....
Totals	$75,235 95	$5,578 29	$1,027 60	$839	$2,717 55	$6,610 12	$44,148 60	$1,770 33	$1,524 26	10,129 13

*Fuel, free books, etc.

TABLE X.

SCHOOL PROPERTY OWNED BY COUNTY BOARDS.

1893–4. COUNTY.	Values.				Houses.				
	Total.	Lots.	Houses.	Furniture and Apparatus.	Total.	Log.	Frame.	Brick.	Fur'd w'h Pat. desks
Alachua	$39,925 00	$ 2,750 00	$ 29.905 00	$ 7,270 00	114	7	107	.....	43
Baker	4,075 00	160 00	1,565 00	2.350 00	36	24	12	.....	..
Bradford	11,845 00	1,275 00	8.475 00	2.095 00	49	13	36	.....	2
Brevard	12,986 61	1,610 00	8,600 00	2,776 61	28	2	26	.....	23
Calhoun	912 00	100 00	300 00	572 00	28	21	7	.....	..
Citrus	5,832 00	183 50	3.725 00	1,923 50	25	1	24	.....	22
Clay	10,575 00	1,575 00	8,900 00	.....	52	..	52	.....	..
Columbia	7,365 00	900 00	5,275 00	1,190 00	58	..	58	.....	5
Dade	3,037 00	1,030 00	1,830 00	177 00	9	..	9	.....	5
DeSoto	2,100 00	125 00	1,200 00	725 00	54	22	32	.....	2
Duval	72.045 00	12,655 00	51,115 00	8,275 00	60	2	58	.....	60
Escambia	55 138 00	12.190 00	33,640 00	9,308 00	62	7	55	.....	39
Franklin	11,650 00	2,900 00	7,800 00	950 00	5	..	5	.....	1
Gadsden	.....	.....	.....	.....	67	29	37	1	1
Hamilton	1,852 00	38 00	1,284 00	530 00	66	29	36	1	2
Hernando	9.267 00	775 00	7,740 00	752 00	25	2	23	.....	3
Hillsborough	12,585 00	5,220 00	5,150 00	2,215 00	84	4	79	1	12
Holmes	700 00	.....	.....	700 00	42	27	15	.....	...

Jackson	12,818 00	1,156 00	9,820 00	1,342 00	54	17	37	.....	3
Jefferson	7,489 00	900 00	5,445 00	1,144 00	26	4	22	.....	8
Lafayette	850 00	25 00	800 00	25 00	39	28	11	.....	.....
Lake	7,235 00	750 00	5,550 00	935 00	68	3	64	1	22
Lee	4,995 00	1,285 00	3,025 00	685 00	11	...	11	.....	4
Leon	21,758 50	4,183 50	14,960 00	2,610 00	65	8	56	1	3
Levy	6,629 50	641 50	5,043 00	945 00	53	12	41	.....	4
Liberty	650 00	30 00	500 00	120 00	16	11	5	.....	.....
Madison	6,841 00	690 00	5,181 00	970 00	46	11	35	.....	1
Manatee	7,255 00	355 00	6,265 00	635 00	21	1	20	.....	7
Marion	40,055 50	6,445 00	27,640 00	5,970 50	96	7	89	.....	55
Monroe	24,304 00	10,700 00	10,500 00	3,104 00	7	..	7	.....	8
Nassau	18,990 00	1,925 00	15,285 00	1,780 00	44	2	41	1	.....
Orange	2,460 00	355 00	1,810 00	295 00	8	...	8	.....	.....
Osceola	5,427 00	965 00	3,002 00	1,460 00	22	7	15	.....	.....
Pasco	13,442 00	930 00	10,730 00	1,782 00	33	2	31	.....	12
Polk	13,460 00	480 00	11,575 00	1,425 00	76	10	65	1	6
Putnam	10,245 00	2,245 00	6,000 00	2,000 00	76	6	70	.....	4
St. Johns	20,980 00	2,905 00	14,150 00	3,925 00	26	2	24	.....	5
Santa Rosa	5,440 00	450 00	2,250 00	2,740 00	80	27	53	.....	3
Sumter	8,930 00	.....	7,425 00	1,505 00	30	1	29	.....	9
Suwannee	11,960 00	1,360 00	7,620 00	2,980 00	78	14	64	.....	.....
Taylor	977 80	35 00	485 00	457 80	35	32	3	.....	1
Volusia	35,931 00	1,325 00	27,710 00	6,896 00	52	...	52	.....	46
Wakulla	325 00	25 00	300 00	.....	28	9	19	.....	.....
Walton	638 00	38 00	600 00	.....	64	38	26	.....	1
Washington	7,675 00	625 00	5,950 00	1,100 00	33	12	21	.....	1
	$ 559,686 91	$ 85,215 56	$ 383,807 00	$ 89,062 91	2051	454	1590	7	428

TABLE XI.

BALANCE SHEET.

1893-94. COUNTIES.	Total Receipts.	Total Expenditure.	Balance Cash on Hand.	Indebtedness Carried over.
Alachua	$ 29,323 77	$ 31,179 33	$ 1,192 34	$ 1,000 00
Baker	5,224 44	4,422 44	802 44	.....
Bradford	13,587 69	13,283 61	304 08	2,041 97
Brevard	15,430 67	14,811 25	625 41	698 17
Calhoun	4,658 17	3,229 32	1,428 85	148 75
Citrus	10,853 37	8,854 32	1,999 05	406 93
Clay	12,058 01	11,114 52	943 49	2,180 94
Columbia	20,509 69	18,941 36	1,251 03	317 30
Dade	5,465 8	3,674 00	1,791 8	.....
DeSoto	18,853 20	11,439 49	7,418 71	70 00
Duval	54,149 35	53,435 32	714 03	4,413 33
Escambia	33,358 67	29,361 82	1,579 65	2,417 20
Franklin	5,630 47	5,071 33	402 28	1,133 85
Gadsden	10,611 56	10,581 84	29 72	32 17
Hamilton	11,216 43	9,223 12	1,993 31	2,914 75
Hernando	7,179 87	6,813 60	366 27	2,631 58
Hillsborough	37,589 53	33,454 22	4,300 46	.....
Holmes	6,339 47	4,577 02	.....	1,762 45

Jackson	19,987 62	14,945 12	5,042 50	1,085 45
Jefferson	14,676 70	14,676 70	.....	4,959 40
Lafayette	7.238 64	5,152 07	2.080 51	.....
Lake	23,979 46	23,464 11	515 35	834 44
Lee	6,902 56	3,475 13	3,427 43	.....
Leon	25,876 70	15,616 57	10,260 03	.....
Levy	10,079 62	9,497 98	581 64	.....
Liberty	3,951 51	2,493 07	1.458 44	184 07
Madison	16,159 03	14,190 34	2,001 79	.....
Manatee	7.476 99	7.335 16	141 83	.....
Marion	38,813 17	35,333 41	3,479 76	810 00
Monroe	23,496 12	17,722 85	4,273 27	1,500 00
Nassau	16,500 50	15,856 09	643 91	2,844 85
Orange	33.471 49	32,430 17	1,041 32	6,000 00
Osceola	8,931 15	8,387 49	543 66	.....
Pasco	9,749 57	9,749 57	.....	1,702 10
Polk	27,277 67	27,165 25	112 42	.....
Putnam	25,296 18	21,095 39	4,200 79	2 75
Santa Rosa	18,323 77	14,763 83	3,559 94	1,155 00
St. Johns	12,113 98	9,957 27	2,156 71	1,536 91
Sumter	11,981 87	11.971 87	.....	771 70
Suwannee	21,966 01	13,382 58	8,583 41	334 00
Taylor	5.209 96	4,882 11	327 55	.....
Volusia	24,176 09	20,794 68	3,381 41	5,000 00
Wakulla	3,326 35	3,183 59	142 76	.....
Walton	13,112 26	12,992 86	118 55	.....
Washington	10,527 47	8,692 25	1,835 22	.....
Totals	$740,477 66	$647,174 86	$86,253 13	$50,885 06

Report of Work Done Arbor Day, February 2, 1894.

Name of County Reporting.	Schools for Whites. No. of schools observing the day.	No. of pupils participating.	No. of school officers participating.	No. of patrons participating.	No. healthy planted trees now growing on the school lots.	No. of trees regulation size set as directed this year	No. set on other public grounds	Schools for Negroes. No. of schools observing the day.	No. of pupils participating.	No. of school officers participating.	No. of patrons participating.	No. healthy planted trees now growing on the school lots.	No. of trees regulation size set as directed this year.	No. set out on other public grounds.
Alachua	40	1108	16	173	205	287	....	29	1612	25	188	99	226	....
Baker	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Bradford	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Brevard	25	424	38	149	68	177	9	3	88	6	10	....	43	....
Calhoun	21	154	7	36	13	70	....	8	39	2	15	29	14	....
Citrus	18	251	10	60	22	93	28	3	50	1	14	....	12	....
Clay	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Columbia	9	395	5	46	55	57	....	2	79	2	11	....	9	....
Dade	....	....	....	....	....	....	....	....	....	....	....	....	....	....
DeSoto	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Duval	28	988	13	40	77	211	....	20	548	5	52	77	149	....
Escambia	24	1370	18	212	312	268	....	15	836	12	110	36	158	....
Franklin	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Gadsden	5	202	5	26	18	29	5	14	697	11	183	45	107	....
Hamilton	17	415	11	46	36	121	....	8	128	6	22	6	41	....
Hernando	5	223	3	12	6	42	....	....	....	....	....	....	....	....
Hillsborough	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Holmes	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Jackson	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Jefferson	16	452	7	69	101	84	....	10	470	5	12	33	86	10
Lafayette	3	46	3	9	0	31	....	....	....	....	....	....	....	....
Lake	30	603	13	103	58	189	....	8	225	7	28	1	54	....
Lee	7	135	4	36	189	24	....	....	....	....	....	....	....	....
Leon	15	270	4	34	87	210	....	27	1802	18	471	103	611	....
Levy	21	461	7	53	30	169	....	4	151	4	28	....	26	....
Liberty	6	137	6	13	13	16	47	....	....	....	....	....	....	....
Madison	11	190	5	16	65	106	....	8	583	4	61	17	122	....
Manatee	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Marion	35	1104	16	193	95	240	....	14	802	7	50	26	95	....
Monroe	3	728	20	77	4	39	....	2	412	9	51	3	8	....
Nassau	3	186	5	81	20	19	....	....	....	....	....	....	....	....
Orange	30	905	12	68	94	222	....	12	431	8	68	28	70	....
Osceola	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pasco	18	457	17	167	14	193	....	2	30	2	7	....	4	6
Polk	2	242	3	26	20	47	....	....	....	....	....	....	....	....
Putnam	39	896	26	93	38	123	....	23	679	10	90	66	166	....
St. Johns	14	534	28	37	21	83	....	5	384	11	8	16	27	....
Santa Rosa	2	57	2	6	....	26	....	....	....	....	....	....	....	....
Sumter	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Suwannee	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Taylor	5	117	3	10	11	41	....	....	....	....	....	....	....	....
Volusia	28	659	0	101	26	295	....	11	421	....	57	....	89	....
Wakulla	3	43	2	7	38	9	....	1	35	....	3	11	4	....
Walton	13	332	5	49	3	130	....	4	43	4	15	....	21	....
Washington	12	377	7	48	214	92	53	2	66	2	5	12	3	....
Totals	508	14461	321	2096	1953	3743	142	235	10611	161	1559	608	21 5	16
	235	10611	161	1559	608	2145	16							
Grand Totals	743	25072	482	3655	2561	5883	158							

COUNTY SUPERINTENDENTS.

(Their term of office expires January 4, 1897.

Alachua, W. M. Holloway, Gainesville.
Baker, Wm. Lesesne, Olustee.
Bradford, T. J. Dekle, Lake Butler.
Brevard, J. H. Sams, Courtenay.
Calhoun, P. F. Fisher, Blountstown.
Citrus, E. A. Harrison, Lecanto.
Clay, W. W. Shedd, Green Cove Springs.
Columbia, Edgar G. Persons, Fort White.
Dade, E. R. Bradley, Lantana.
DeSoto, T. J. Sparkman, Arcadia.
Duval, Joel D. Mead, Jacksonville.
Escambia, N. B. Cook, Pensacola.
Franklin, James R. Pickett, Carrabelle.
Gadsden, C. E. L. Allison, Quincy.
Hamilton, George J. Graham, Jasper.
Hernando, A. M. C. Russell, Brooksville.
Hillsborough, L. W. Buchholz, Tampa.
Holmes, Whitmill Curry, Izagora.
Jackson, A. J. Wooldridge, Marianna.
Jefferson, J. A. Walker, Aucilla.
Lafayette, J. P. Abbott, Mayo.
Lake, J. C. Compton, Tavares.
Lee, D. C. Kantz, Fort Myers.
Leon, N. W. Eppes, Tallahassee.
Levy, Shelton Philips, Bronson.
Liberty, T. J. Gregory, Bristol.
Madison, R. L. Williams, Madison.
Manatee, W. M. Rowlett, Palmetto.
Marion, M. L. Payne, Ocala.
Monroe, C. F. Kemp, Key West.
Nassau, H. L. Mattair, Bryceville.
Orange, J. T. Beeks, Orlando.
Osceola, Francis Farnsworth, Kissimmee.
Pasco, R. M. Ray, Dade City.
Polk, J. L. Hollingsworth, Bartow.
Putnam, T. W. Ralph, Palatka.
St. Johns, R. F. Sabate, St. Augustine.
Santa Rosa, E. L. McDaniel, Milton.
Sumter, W. B. Hare, Sumterville.
Suwannee, B. F. Umstead, Live Oak.
Taylor, J. P. Whiddon, Waylonza.
Volusia, E. B. Pooser, DeLand.

Wakulla, S. M. Revell, Ashmore.
Walton, R. Q. Baker, Argyle.
Washington, W. C. Lockey, Vernon.

APPENDIX.

SPECIAL REPORTS OF COUNTY SUPERINTENDENTS.

On November 25, 1894, a copy of the following circular letter was addressed to every County Superintendent:

"As data to be used in the preparation of my forthcoming Biennial Report, to be laid before the next session of our Legislature, will you kindly answer the subjoined questions (they are the ones printed on page 83 of this report and pertaining to the result of the examinations) to the best of your knowledge and belief and forward the same to me not later than the 10th proximo?

"At the same time, please to furnish me for publication in said report, over your own signature, a short account of the condition of the school affairs of your county, what special efforts you are making for their betterment, and any suggestions as to needed legislation that may occur to you. Do not let your county be the only one not reporting as here suggested."

I regret that many County Superintendents failed to comply with the request contained in the last paragraph above, but contented themselves with answering the 12 questions pertaining to the workings and effect of the Uniform Examination Law.

That this feature of future reports may be better understood and be made the source of much valuable information as to the condition of schools and as to the peculiar method and line of work attempted by each County Superintendent and his Board, beyond that which may be seen in the regular tabulated County Superintendent's report, I here publish the special reports of such of these officers as complied with the above request:

CALHOUN COUNTY.

The condition of the schools of Calhoun county is very promising. We have only a few teachers, but they are doing good work.

I intend to give each teacher two schools during the year, and in that way get nearly all the schools taught.

I am trying to have our schools graded, and am meeting with fair success, notwithstanding the opposition of some patrons.

(patrons of the blue-back spelling-book type) who consider it a waste of money to furnish their children with necessary text-books.

I am also advocating the necessity of building better school houses, equipping them with better furniture, apparatus, etc., than we have at present.

I am working to have a High School established in our county, where advanced pupils may be trained for the profession of teaching.

I would be pleased to have a full corps of teachers in our county; teachers who would live in our midst, teachers educated in the county and who would take interest in elevating the educational status of Calhoun.

I favor Uniform Examinations, because they are fair and impartial to all, free from favoritism by School Board and County Superintendent. I also believe they are better for the true teacher, in that he tries to elevate himself in his profession, and by elevating himself he elevates his school.

LEGISLATION.

I would suggest that Second Grade Certificates be made good in any county in the State.

That County Superintendents be compelled to visit their several schools more than once during the term.

That the Legislature regulate the salaries of County Superintendents, instead of School Boards doing so.

Yours very truly,

P. F. FISHER,

County Superintendent.

CITRUS COUNTY.

CONDITION OF SCHOOL AFFAIRS IN CITRUS COUNTY, FLORIDA, FOR THE TERM OF 1894–'95.

The schools of this county are being taught this term by young teachers, with but two or three exceptions. Nearly all of them are bringing to their work in the school-room zeal, energy, enthusiasm and intelligence. They show a readiness to profit by their own and others' experiences, and to learn how to correct past mistakes and win future successes.

In the history of this county the schools were never in a better condition financially, educationally, and in every other way, than at present. Good school houses have been and are being built as rapidly as our funds will permit, furnished with

patent school desks, charts, maps, stoves, blackboards, etc. There is less complaint from dissatisfied patrons than ever before, and, so far as the writer knows, the people are better satisfied with the progress and management of their children than at any previous time. The teachers are all residents of the county, identified with its interests, and have the confidence of the people. The same is true of all the school authorities.

The teachers are organized into a County Teachers' Association, which meets once in every two months at different places in the county, thus bringing the teachers and patrons in social and educational contact and acquaintance. At these meetings, practical essays are read and discussed, live questions propounded and answered, experiences compared, opinions interchanged, future plans considered and, in fact, the whole range of school work brought in review and passed upon. The best of feeling and good fellowship have always prevailed at such times. No rasping, harsh criticisms are indulged in, but helpful fraternity and becoming courtesy is the rule.

The Superintendent has failed in but two instances to be present at these meetings, and then only because it was unavoidable. He delivers lectures on pedagogics and discusses practical questions at these times, and endeavors by every means in his power to push forward the work of education in the county. He visits the schools, consults with the teachers, patrons and pupils, considers and relieves, as far as possible, the needs of each of these classes, tries to correct their mistakes and encourages the teachers to faithful work, the patrons to send their children regularly to school and the pupils to diligent and persevering study. No adverse criticism of the teacher in the presence of his or her pupils is indulged in by him, but rather, if anything amiss is discovered in the teacher's methods, conduct or management, he quietly calls his or her attention to it by a written note which is unobtrusively handed to the teacher before leaving. This cautiousness he deems very important for obvious reasons. He devotes all his time to his official work, except, of course, the Sabbaths. When dissatisfaction arises in any community about school matters he repairs as quickly as possible to the locality, consults with the parties concerned and rarely fails to adjust the difficulty. In his efforts to secure the efficient working of the school laws and promote the best interests of the school, he has generally had the hearty co-operation and approval of the School Board. The President of the Board frequently attends the meetings of the teachers and enters earnestly into the work of

the day by essays and counsel. Other members are sometimes present also. Supervisors are, in most cases, efficient and faithful to their duties, though some of them do not visit the schools as often as could be desired.

Finally, though we consider that school matters in this county are progressing as well as could be expected, in view of the sparseness of the population in many parts of the county, and other difficulties, yet we do not propose to rest content until we have brought our schools to the highest attainable efficiency and success. To this end, the Superintendent, School Board and teachers of this county will learn, as far as in them lies, of other and older counties and school workers the best ways to achieve the results desired.

Those who are in advance of us on educational lines will find us ever ready to listen to their counsel and profit by their experience.

As to needed legislation, I would respectfully suggest amendment of the law so that second and third grade teachers may transfer from one county to another without examination, and extension of the limit of Third Grade Certificate; otherwise, nearly all our colored schools will be closed after this year. Either change the limit of the branches required, or the advancement in those branches for Third Grade. Colored teachers, as a rule, can not take successfully the same examination as the whites.

I favor the new law for uniform examinations for several reasons.

1. Because the older class of teachers, with their old notions and obsolete methods are retiring before it, and younger, fresher, more vigorous, more enthusiastic, more energetic teachers take their places, with modern ideas, modern methods and the tractability of youth. Old teachers can not be fired out of the ruts, while young ones are ready to learn from any reliable source.

2. Because it largely eliminates tramp teachers, pleasure and health seekers from other States. My most worthless teachers have generally been of this class.

3. Because the people seem to have confidence in the impartiality and strictness of these examinations, and that confidence helps the teachers, and, through them, the schools.

4. Because the teachers themselves will realize, after awhile, that their efforts for self-improvement and greater efficiency are appreciated by the people, and hence there will be a general uplift of the profession and the cause of education.

E. A. Harrison,
Co. Supt. Pub. Inst. Citrus county.

COLUMBIA COUNTY.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla:

DEAR SIR: The educational interests of this county are in fair condition but not nearly so good as I desire.

I think the school law should be so changed as to require a graded high school to be established in each county at the county seat, to be maintained eight months each year. It should also require every school in the county to be closed for the school year whenever the monthly average attendance falls below 50 per cent. of the total enrollment.

Each County Superintendent should also receive as compensation for his services 2½ per cent. of the total receipts, and 2½ per cent. of the total disbursements of his county for school purposes. To be eligible to the office of County Superintendent of Public Instruction, one should have taught at least two years under a State or First Grade Certificate.

I hope to see all of the above put in proper shape and become law on January 1, 1896; except that those Superintendents now holding office and not possessed of the above requirements may be permitted to exercise the functions of their office until the expiration of the present term.

To be eligible to the office of State Superintendent of Public Instruction one should have taught at least five years and hold an A. B. or A. M. diploma from some recognized college. This should also become law.

I am a strong advocate of the new law, though I think it slightly deficient in not having properly provided for a beginning, so to speak, for examinations. It saves time. It prevents annoyance by friends and relatives who think themseves capable of teaching but are mistaken. It inspires confidence in certificates from other counties, etc.

Yours truly,

T. C. COLLINS,

Sec'y. and Co. Supt. Columbia county.

DADE COUNTY.

Hon. W. N. Sheats, Superintendent Public Instruction, Tallahassee, Fla.:

MY DEAR SIR—I beg leave to submit the following report:

Financially we rank A1. We carried a surplus of $1,700 over from last year, our object being to have on hand enough

funds to meet our obligations to the teachers for the months of October and November. Our taxes do not begin to come in until December and January. A school warrant has never been discounted in this county. We try to be conservative in our management of our schools, and still try to keep up with the procession.

We are paying from $40 to $60 per month to teachers, and only $225 to our Superintendent per annum.

The laborer is worthy of his hire. A Supervisor works for nothing, and nine times out of ten is overpaid. Abolish him, or pay him for his services. Make all grades of certificates good in any county of the State, for they all pass on the same questions. Amend the law so that $400 shall be the minimum salary of a County Superintendent.

What a glorious thing it would be if the schools could be placed on a Civil Service basis.

A truly high-minded man of education certainly must wince when he is forced to dabble in the mire of politics.

Pay the teacher who can sing and teach the rudiments of music $5 a month more salary, and will give her pupils the benefit of her talent.

If you want to do Dade County a favor, change the September examination to the 20th.

Yours truly,
E. R. Bradley,
County Superintendent.

DUVAL COUNTY.

Hon. W. N. Sheats, State Superintendent, Tallahassee, Fla.:

Our school affairs are in a very satisfactory condition and we are able financially to keep them up to the present standard. The only drawback is the closing of about twenty schools for lack of teaching force.

With some modifications I think we can hereafter run all our schools in this county under the present law, but if we have to get all our Third Grade Teachers into Second Grade next year, and all our Second Grade into First Grade in two or four years at farthest, we will run less schools each year or will drop experienced Second and Third Grade teachers for new ones with like certificates. You will see by this that I think the law should be so modified that we can for some years, at least, continue to issue Third and Second Grade certificates, otherwise we will be unable to run all our country

schools, as teachers qualified to take First Grade certificates will not come here to take country schools running only about five months at from $30 to $40 per month; and we will not be able to bring our teachers up as fast as the present law requires. Should the law be thus modified, there will still be the following inducements for teachers to progress: First, under a Third Grade the teacher will have to be examined each year, and a Second Grade once in two years, and when we know how teachers dread these examinations we know they will try to progress to get rid of being examined once in each, or every other year. And again, a Third Grade teacher is liable to be dropped, if one holding a Second Grade can be obtained, and the same would be certain to happen to a Second Grade when a First Grade could be obtained. I am in favor of the present law with above mentioned modifications.

You ask what special efforts I am making for the betterment of our schools. My special efforts have always been to get the very best teachers possible; next, the very best school buildings, furniture and apparatus possible, as these are the great prerequisites for good schools, and good schools cannot be had without them. I favor the uniform examinations because they must be more impartial, and every teacher must stand on his own merits, and knowing this the teacher is bound to progress.

Very respectfully,
JOEL D. MEAD,
County Superintendent Duval County.

ESCAMBIA COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—In reply to your circular I would state that we have made appropriations for 63 schools, employing 94 teachers. Forty-one of these, with 65 teachers, are white schools, and 22, with 29 teachers, are negro schools.

We now have in operation 51 schools, employing 82 teachers, and we will have 12 small schools to put in operation, say the 1st of February or March next, which will require 12 teachers, one each.

The attendance thus far this term has certainly been 10 per cent. better than ever before, and after a trip of two and a half weeks through the county, and visiting a number of the schools and talking with the teachers and patrons, I am en-

couraged to believe that this year's school work will show a marked improvement over any year since public schools were established in this county.

In the way of betterment we have erected two comfortable one-room school buildings and an addition of two rooms to another building at a cost of $1,450, and have made repairs on other buildings at a cost of $800.

We have also purchased and placed in different school-rooms 140 double patent desks of best make, and 115 yards of black-board.

What is most urgently needed for our schools at this time is a revision of our revenue laws, so as to bring money promptly into the school treasury. Our taxes are now due on November 1, but all taxpayers have until April 1 of the following year in which to make this payment. This being the case, only a few of our small taxpayers think of paying before February or March, and our school teachers have to wait for their money or our School Boards have to borrow the same at a big rate of interest. All this can be remedied by framing a revenue law on business principles.

Make the taxes as now, due on the 1st of November, and allow a discount of 5 per cent. to all who pay in November, 4 per cent. to those who pay in December, 3 per cent. to those who pay in January, and so on; and add 1 per cent. per month to all who pay after April the 1st until July, when sales should be made peremptory on the property of all failing to pay theirs taxes before that date.

Do this and our teachers can be paid promptly, and they will be encouraged to do more and better school work than ever before.

Respectfully,
N. B. Cook,
Superintendent Escambia County.

RECOMMENDATIONS OF COUNTY SCHOOL BOARD.

The Board of Public Instruction of Escambia County respectfully recommend to the State Superintendent, and to the State Board of Public Instruction, and to the Senators and Representatives from Escambia County, that the school law be amended as follows, viz.:

That the election of County Boards be discontinued, and that hereafter members of the county boards shall be appointed by the State Board of Public Instruction for four years, provided, that in the first appointment of each county board one member shall be appointed for two years, one for

three years, and one for four years; and provided further, that in the first appointment preference shall be given to a former member of experience, who has faithfully and satisfactorily discharged the duties of the office for one or more years.

We recommend that the law for the Uniform Examinations of teachers remain unchanged, except that part of Section 56 beginning with and after the word "nothing," which we recommend be stricken out.

We recommend that a school year be not less than five or more than eight months, and that a school term be one half the number of weeks of a school year.

We recommend that all counties shall assess the full rate of 5 mills for school purposes.

We recommend that the infliction of corporal punishment be prohibited within the State.

We further recommend that all other provisions of the present school law be retained unchanged.

Respectfully submitted,

GEO. S. HALLMARK,
A. V. CLUBBS,
WM. FISHER,
Board Public Instruction.

N. B. COOK,
Sec'y and Supt.

GADSDEN COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla:

DEAR SIR—Our county will operate for 1894-'95, 38 white schools; four eight months, one six months, one five months, and 32 four months. We have only 12 colored teachers, one of them will teach three schools, and the balance, say, two schools, each for four months. If funds do not miscarry, will not have a deficit. Condition about as well as could be expected, under all the circumstances. I favor the uniform examinations, because they make teachers apply themselves, especially the young. They give dignity to the profession.

In part, my special efforts are to get patrons interested, by continued talking, and argument, and to do all I can in getting teachers to improve their qualifications, by conversation, examination, by loaning books, and giving commissions of publishers, to induce subscriptions to educationnl journals. I try to get young men and women to stand the examinations. As far as means admit, I send bright literary papers to boys and girls in the country.

Any suggestions as to the needed legislation do not occur to me, except "let well enough alone," for the present.

Yours respectfully,

C. E. L. ALLISON,
County Superintendent.

HAMILTON COUNTY.

In the forty schools that have opened in this county since July the 1st, there is an enrollment of 1,044 pupils, with a fair average attendance. There are twenty-seven schools yet to open. Some of these will begin next month; others will have to wait till the close of those now running.

The interest in school work within the schools compares favorably with that of last year. The opposition among the people to the new school law will cease, I think, when they come to understand it better, and begin to see its practical workings.

The insufficiency of teachers, so far as white schools are concerned, was caused by the reduction of salaries. The County Commissioners are to blame for this. Owing to the low levy of mills allowed by them for school purposes, the School Board was forced to reduce salaries in order that expenses might be met with the amount levied. When this was done, a number of teachers gave up their schools, and in September took the examination in other counties. In some of my schools, the patrons have supplemented the salaries paid by the Board.

I am trying to get my schools in readiness for grading, and think I shall have everything arranged, and a uniform course of study prepared in time for the next scholastic year. I am endeavoring, too, to have my teachers keep in touch with the best educational thought by reading good work, on teaching, and good school journals.

As to changes in the school law, I think it would be better to have Second and Third Grade Certificates made good in the same way that a First Grade Certificate is made good—by endorsement by County Superintendents; and that an applicant for a Third Grade be allowed the same grade a second time upon re-examination. I think, too, that a central grading committee, selected by the State Board, to grade the manuscripts of all the counties, would give better satisfaction than a County Grading Committee for each county. Should this be done, it might not be necessary to have certificates of one county endorsed by the County Superintendent of another

county to make them good in the county in which they are endorsed. I favor the uniform examinations, because they afford a better standard of measurement as to the requirements and efficiency of teachers, binding them closer together in thought and work, and stimulating them to efforts for better results.

I trust the next Legislature will make the law referring to the levying of taxes for school purposes so plain that it can not be misconstrued— that County School Boards may not be left at the mercy of County Commissioners.

Very respectfully,

GEO. J. GRAHAM.

HERNANDO COUNTY.

BROOKSVILLE, FLA., December 4, 1894.

Hon. W. N. Sheats, State Superintendent Public Instruction:

DEAR SIR—Permit me to reply with pleasure to your enquiries of November 25, 1894, as follows:

Our financial condition is not good, but improving. Otherwise our school affairs are in better shape than they have ever been. Some embarrassment exists on account of scarcity of teachers, but that has been offset by abolishing the shiftless, irresponsible, perfunctory style of teaching that has heretofore prevailed.

Our advancement in public school education is very gratifying, being equal, no doubt, to that of the best counties in the State. This has been accomplished, I believe, by the system of education adopted, which may be briefly outlined as follows:

1. Comfortable school houses and seats.
2. Free school books—circulating library plan.
3. Maps, charts, etc. much blackboard surface.
4. High School—first-class in every respect.
5. Monthly Institute—compulsory attendance.
6. First-class resident and home-reared teachers appointed to schools for full time of certificates.
7. Uniform course of study for entire county, arranged into nine grades, each divided into quarters, two months in length, adhering strictly to course of study, compulsory.
8. Quarterly written examinations of every pupil required. Promotions based thereon.
9. Result of examination in each study reported to parent or guardian. General average of each pupil reported to

County Superintendent for record, all questions asked to accompany report.

10. Written excuses for all absences of pupils.

11. Monthly letters to County Superintendent from all pupils; teachers submitting to him at the monthly meeting only those previously approved.

12. Reading clubs to be kept up during vacation in every school-room where they can be maintained successfully.

13. Thorough examinations by County Superintendent of each school at least twice during the term. No visit of Superintendent to be less than one hour in length.

14. Constant agitation of the school question among the people by public meetings, through the press, and otherwise, during summer.

By these and other methods we propose to make Hernando superior, if possible, to every other county in the State in public school education.

Our compact, uniform system of education, so successful and popular, has not been brought to its present high standard of excellence by radical measures of mine alone, but by development to which my predecessors, present and former School Boards, Hernando High School officials, county newspapers and public men have largely contributed.

We are a united people on this subject.

We all work together.

I favor Uniform Examinations for the following and other reasons:

1. They are made without reference to individual applicants.

2. The County Superintendent is relieved of grave responsibility and suspicion of favoritism.

3. Factional, political, family or personal considerations cannot force the granting of certificates.

4. Tramp and "ground-hog-case" teachers are eliminated. "Ships That Pass in the Night" must pass on. "Stranded wrecks" do not drift into the school-room.

5. They compel hard study for preparation and a thorough review of "laid aside" branches of education. Teachers must rub off the rust and renew acquaintance with the grindstone.

6. Teaching is elevated to the dignity of a profession. Those only who intend to live by teaching will prepare for and endure the examinations.

7. The County Superintendent has on file written proof of the teacher's proficiency.

8. Hernando County has written examinations of pupils. Teachers who have passed through them will understand how to take them, and appreciate their importance.

9. They have removed some perfunctory teachers, who had become so entrenched that nothing short of a general upheaval could have dislodged them.

10. When things come too hot and fast for comfort, the County Superintendent can dodge and let the State Superintendent catch them on the ear.

No suggestion of needed legislation occurs to me now in a shape for your consideration. Before the Legislature meets I may have something definite to present.

Don't forget to say in your biennial report for old Hernando, for she deserves it, that I have the best association of teachers in the State and the best educational system.

Respectfully,

A. M. C. RUSSELL,
County Superintendent.

HILLSBOROUGH COUNTY.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla:

SIR—In accordance with the requirement of the law, I have the honor to submit a short report of the condition of schools of Hillsborough County.

The schools throughout the county, with few exceptions, are doing satisfactory work; they are properly graded and enthusiastically and intelligently conducted. The teachers seem to be determined to make the work a success. The attendance in most of the schools so far has been very good. The school-rooms are kept neat and clean, and the patrons in many places have shown a willingness to improve the buildings, so as to make them more comfortable as well as attractive. In very few instances has the Board of Public Instruction been called upon to aid in the erection of school houses.

The colored teachers are making earnest endeavors to improve.

By carefully examining the work of teachers in the several grades, and by conducting county normals and district institutes regularly every year, we have succeeded in aiding the teachers in their responsible work. I respectfully suggest that such legislation be enacted by which the examination of

teachers may be made more effective, so as to keep out applicants who have book learning, but who are lacking in practical efficiency.

The inspection of schools enables me to find out what the teachers need in order to make their work more successful, and in the county normal and district institutes I have always paid close attention to these matters.

Respectfully yours,
L. W. BUCHHOLZ,
County Superintendent.

HOLMES COUNTY.

IZAGORA, FLA., December 3, 1894.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—As you request it, I give you a short account of the school affairs of our county and their condition, but have never desired my name in print; but as you want the information I will give it in as few lines as possible.

1. The school affairs in our county are tolerable good and are improving. The new law as to uniform examinations as a general thing is giving general satisfaction, and the general results so far are highly appreciated by all, and no person is better pleased with it than I am. As a general thing I have been the examining party, and the patrons would make up a school for a good neighbor and come with him and hear me examine him, and would say we are satisfied with him and want him. He is competent to teach our children and he is a poor man, and if we have anything to give, he had as well have it as any person, and if I fail to give him the school a bad report goes out.

2. You ask what effort I am making for the betterment of our county in school matters.

Answer—I am doing all I can by precept and example, I am encouraging all for a higher standard of education, teachers especially. I favor the new examination law, because it does away with favoritism by patrons and those who teach for a little money instead of making cotton. It gives much better qualified teachers and does away with public annoyance.

The future happiness, peace and prosperity of our people rests entirely upon the education of the rising generation. I am going among them all the time trying to get them to make every sacrifice possible to so raise their children and teach

them by precept and example, and educate them so that the next generation may be an improvement on the past. Also to build better houses and equip them with everything needful. Now we have a High School and our people are moving there rapidly and we are going to take, or receive the benefit. I don't think we will have any more need of boarding out at DeFuniak. All that have attended it, say ours is fully as good.

But, my brother, the last election I fear has crippled us. We have been drawing from the State near $1,200 or $1,500 a year, and now I am afraid we will not get more than $700 or $800, and we will not be able to have more than a three months school term.

I feel proud to look back to the time when I was first appointed, in '75 or '76, and see what we are now. A few years since a few shanties with split pole seats and dirt floors, and teachers that could spell and read, but hardly write their names.

Yours truly,
W. CURRY,
County Superintendent.

JEFFERSON COUNTY.

AUCILLA, FLA., Dec. 8, 1894.

Hon. W. N. Sheats, State Superintendent Public Instruction:

DEAR SIR: Complying with your request to report condition of school affairs of this county, I beg leave to state that the school work is progressing nicely; we have a very good teaching force, the attendance about as good as usual. We are building some new school houses, repairing and furnishing others, trying to correct mistakes made in the past by consolidating schools that are too near together and by abolishing others, that is, we are trying to have fewer and better schools. We have had for years a Summer School for our teachers which has been conducted by the best teachers we could employ and we expect to continue this policy.

I have no suggestions about legislation unless a more beneficient system could be devised for the common schools. If the amendments to the constitution basing distribution of funds on average attendance could be wiped out, I think this would be an improvement. At present it is like paying the teacher according to number of pupils which we all know,

after fair trial, won't do; it is an inducement to swindle. I favor the uniform examinations, because they are fair.

Very respectfully,

JAMES A. WALKER.

County Superintendent.

LAKE COUNTY.

(There was no report on the general condition of schools in this county, but the Superintendent wrote the following on the subject of the examination law.)

I believe my teachers are better qualified than they were the year previous.

The examinations this year were no more difficult than they had been in this county the previous year, but many teachers got the impression that they would be more difficult and therefore prepared for them.

Interest in education has for many years been increasing in this county and it continues to increase. It is better each year than the year before.

The effect of the new examination law if faithfully and discreetly carried out will be good.

I favor it, because:

1. It enables the State Superintendent to systemize his work.

2. It gives the State Superintendent a means of knowing the educational condition and progress of each county.

3. It gives all persons interested in education a means of comparing the educational standing of the various counties.

4. It helps the weaker counties to rise to the position of the stronger ones.

5. It gives teachers a means of knowing what character of examinations they may expect.

6. It relieves County Superintendent from the solicitations of parents and friends to grant special favors to their sons and daughters.

7. Although no present County Superintendent would be influenced by such solicitation, some of our successors might be.

8. It gives County Superintendents and School Boards authority to appoint Grading Committees from the best teachers of the county.

9. With uniform examinations there is less opportunity for

dishonest applicants to secure the questions in advance than where the examinations are not uniform.

Very respectfully,
J. C. COMPTON,
County Superintendent.

LEE COUNTY.

[Superintendent Kantz confined his report to the examination law.]

The educational interests of the county have been greatly benefitted by the examination law. The places made vacant in the ranks of the teachers have been filled by better material. I would say, in general qualifications and interest in school work, that the teachers are at least 50 per cent. better than they were the year previous.

The popular interest in public education is improved 100 per cent.

If the new examination law is faithfully and discreetly executed, it will raise the standard of education equal to the best States, besides encourage good teachers.

I favor it, because it gives all the teachers in the State an equal test and the questions are more carefully and properly prepared. All the leading educational States have uniform examinations, and by all means let Florida share equal educational advantages.

Very respectfully,
D. C. KANTZ,
County Superintendent.

LEVY COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—Levy county is not disturbed by the new examination law, only in the line of causing some uneasiness on the part of teachers who knew their incompetency. We are impressed with the justness and progressiveness of the law, and accordingly endorse the spirit of same. I favor the law and am satisfied with the way it has been interpreted and carried out.

Very respectfully,
S. PHILIPS,
County Superintendent.

LIBERTY COUNTY.

In the May examination there were twelve applicants for examination, eleven white and one colored. No certificates were granted. Professor L. H. Carter conducted a Normal School for us during the month of August.

In the September examination there were eleven applicants for examination, eight white and three colored. The white teachers all received certificates except one, and that one was not of our county. One of the colored teachers received a certificate.

One white teacher was examined in the October examination and received a certificate.

We have nine white teachers in the county, one having a First Grade Certificate, five having Second Grade, and three Third Grade Certificates. We have only one colored teacher in the county; that one holds a Third Grade Certificate. In consequence of our having but one colored teacher in the county, some of the colored schools cannot be taught this year. I hope this will stimulate the colored people to greater effort in preparing themselves for teaching.

I favor the examination law, because it gives all an equal showing, and forces them to study or to leave the field.

The Board of Public Instruction for Liberty county has made a noble effort to establish a High School at Bristol. We have our new school house nearly completed. It is a two-story frame building, 30 by 40 feet, with a side building, 20 by 32 feet, for primary and music departments.

We have employed Professor L. H. Carter as principal of the school for a term of eight months. He has been teaching in the old school building about two months. We will move into the new school building as soon as it is ready.

The Bristol High School is pleasantly situated in a healthy locality, and under the guidance of the efficient principal, Professor L. H. Carter, and the co-operation of school officers and patrons, we hope for it a bright and prosperous future.

Most respectfully,

T. J. Gregory,

County Superintendent.

MADISON COUNTY.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—On request I would say that the school interest of the county was never just what I would like it to be, but think we are improving. Sickness has hindered some in the attendance on the schools. Teachers are qualifying themselves for better work, and the future is bright for the county and State, under the new examination law, if it is faithfully enforced.

I am trying to have the law and regulations of the Department of Education enforced.

I can see no necessity for further legislation. I think that the law, as it is, is the best I have ever seen, and don't see just how it could be bettered.

Possibly it might give better satisfaction to teachers to make Second Grade Certificates transferable from one county to another.

We as a people are very well satisfied with the present law. There are a few that are inclined to grumble because some pet has failed in examination, but it don't amount to much.

Respectfully,

R. L. WILLIAMS.

County Superintendent.

MANATEE COUNTY.

PALMETTO, FLA., December 15, 1894.

Hon. W. N. Sheats, Tallahassee, Fla.:

MY DEAR SIR—Absence from home on a round of visits to my schools in the interior of the county has prevented me replying earlier to your request in circular letter under date of the 25th ult.

I cheerfully give you herewith, in a brief way, the information desired. Since you have presented an opportunity, I cannot refrain from indulging in some feeling of pride in mentioning the progress of matters pertaining to education in our county, as evinced in the fact that the old order with its narrower views is being gradually swept away and in its stead has come the progressive and enlightened spirit which sees that the knowledge of to-day is better than that of yesterday.

It has been shown to us that without well trained teachers there can be no well trained pupils. No better evidence of the general interest manifested in the education of the children of our county can be cited than that nearly every sub-school district in the county, which, besides paying a county school tax of five mills, have levied a special tax of three mills, and now we have but few districts where comfortable houses are lacking. Since the beginning of '94, the Manatee County High School has been established under an efficient corps of teachers with a present enrollment of more than one hundred pupils.

The town of Palmetto has recently voted to issue bonds to build and equip a handsome school building, and, with the opening of the next school term will begin under the best graded system.

To an intelligent, live and wide-awake Board of Public Instruction our patrons are greatly indebted for this progress in the cause of education.

I favor uniform examinations, but not under the present law. I would suggest: First, for the benefit of our young teachers that Third Grade certificates be allowed under annual examination twice. Second, Second Grade certificates should be transferable. Third, to grant County Boards and County Superintendents more discretionary power to fill vacancies in special cases. We see the necessity of this at present in our county. Uniform examinations excite more public interest, more interest in the teacher, more investigation and closer study and a greater desire and determination to excel and *not* to fail. A general "waking up" and alarm in the ranks of the laggards is a noticeable result.

The past examinations were not so difficult, as they were long and tiresome. Four to five days are too long and expensive.

Yours truly,
W. M. ROWLETT,
County Superintendent.

MONROE COUNTY.

KEY WEST, FLA., January 7, 1895.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla:

DEAR SIR: The schools of Monroe connty, are at this time undoubtedly in better condition than they have been for sev-

eral years. They are at present being conducted upon a more systematic method of teaching than has heretofore been done During the past two years, regular weekly teacher's meetings have been held, and a uniform method of teaching has been adopted, and its application has been demonstrated at these meetings. These meetings have virtually been a course of institute work, and have been the means of developing among the teachers, a better order of school management, and a uniform system of grading and teaching, although but few in number, probably less than any other county. I think that the schools of Monroe county will compare favorably with the schools of any other part of the State.

It is my aim, however, to continue the improvement made in our schools during the past two years, so that when I retire from office two years hence, my successor will find them in good condition in every respect.

We have in the city of Key West, which largely constitutes the county of Monroe, four public schools, two for the whites and two for the negroes. In one of the white schools there is an enrollment of 627 pupils, and in the other an enrollment of 338. In one of the colored schools there is an enrollment of 358 pupils, and in the other 304.

The schools on the other islands constituting the county of Monroe are all in very fair condition, being under good and efficient teachers, who are deeply interested in their respective fields of labor. Many inconveniences are experienced by the teachers and pupils of these schools, on the out-islands, in attending school regularly, since they have to depend largely upon winds and water, and go to the school houses from their homes in sail boats.

The examination law, as a whole, has aroused the teachers employed in the schools to the necessity of studying to know something more of school teaching, than simply going to a school house for five or six hours per day, to take care of a number of children and hear recitations.

Yet, although teachers realized the above, they were compelled on account of the great event to take place, and the uncertainty of the exact nature and line of the examination to go delving into studies and books, over many unnecessary lines to prepare themselves for the purpose of passing the examination. When the examination did take place, lo! the disappointment. After many weeks of hard study, reading and re-reading, preparing for it, and for better school work, the questions that confronted them were upon a different line than what might have been anticipated.

In reply to Question 12 I would say: I am in favor of Uniform Examinations, but I think the questions should be in each branch of a practical order, that will test the abilities of the teacher in practical school work, and not simply to test the memory upon dates and political facts, and points of minor importance in all the other branches. While I am in favor of the Uniform Examination, I think that the certificate procured by any person should be uniform in its application. A Second or Third Grade Certificate, issued by the Superintendent of one county, in accordance with the law, upon an examination uniform, at the same time, and graded by a grading committee, as provided for by the Uniform Examination Law, should be endorsable and acceptable by any other Superintendent of any other county of the State.

Suppose that in one county there are not enough teachers with certificates to fill all the positions, while in another county, even an adjoining one, there is a surplus of certified teachers of the Second and Third Grade, the one county can not under the present law, send over into the other county and employ one of these teachers to take charge of a small school, which does not pay a sufficient salary to justify a teacher of the First Grade. Undoubtedly this has been the case in some counties of the State during the present year.

In regard to the certificates, I think that while a Third Grade Certificate should be good for only one year, yet it should be subject to renewal, upon examination, at least two or three times. A Second Grade Certificate should entitle any teacher to teach in any department of a school below the high grade, and should be subject to renewal for any number of times, provided they desire to continue in the same department or some similar one.

I think that in the case of a First Grade Certificate, it should be good for three years, but the County Superintendent should be given power to extend the time or renew the certificate, without examination, provided that the holder of the certificate has demonstrated to the Superintendent by actual work in the school, his abilities and qualification for the work in hand, and provided that said teacher continues under the said Superintendent.

I have expresssed my views thus freely in answer to your questions, and I trust they will be accepted in the same friendly spirit with which they are intended.

I trust that you will succeed at the coming Legislature in getting such amendments to the present school laws, as will give the County Superintendent more power and latitude of operations, and make him a "Member of the School Board"

as well as Secretary thereof. Under the law as it now stands, the Superintendent is about like the "fifth wheel of a coach" upon which the Board turns. He neither has voice nor vote, and many times in meetings of the Board, his suggestions have neither weight nor influence with knowledgable (?) members of a School Board.

Yours respectfully,

C. F. KEMP.
County Superintendent.

PASCO COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla:

DEAR SIR: In reply to your question as to the condition of the Pasco county schools, I have the honor to report that they are in better condition this year than ever, and I am glad to report that more interest is manifested every year by patrons, children and teachers in the school work, and a constant demand is made by patrons for longer terms and more school facilities. Every school district in the county with but two exceptions have a special tax of from two to three mills levied for the purpose of building and furnishing and extending school terms.

The new educational law met but little opposition in this county and the School Board and Grading Committees have done all in their power to give it a fair test.

As to suggestions, I think that the law relative to the assessment and collection of the special school tax should be so amended that it can be assessed and collected by sale as other taxes, and the same cognizance taken of it by the state authorities as of other taxes.

I would also suggest that there be a still lower grade of certificate for colored teachers, if possible to have it. Pasco will, as appears now, be unable to have a single colored school taught this year.

In reply to your question as to whether I favor or oppose uniform examinations, I beg leave to state that I favor uniform examinations for the following reasons, viz:

1. Because they bring every teacher in the State in touch with the State educational department.

2. Because teachers through that head become cognizant of the trend of educational matters and know that they are a part of a great educational system.

3. Because education becomes a systemetic business and will be so recognized and upheld by the intelligent public.

4. It drives out incompetent instructors or puts new life and energy into them, for they can no longer drift about in search of lax examination systems.

5. Because uniform examinations have been adopted by the most progressive States and counties of the world, and we must be in line with them.

Respectfully,

ROBT. M. RAY.
County Superintendent.

PUTNAM COUNTY.

Putnam county schools are on the upward grade and our teachers are settling down to teaching as a profession. We observed the new law to the letter, and we think it had a tendency to give us better teachers, those mostly who have an interest in school work; hence better tuition. We have gotten our county out of debt, have placed our finances on a sound basis and "pay as we go."

Our school houses, furnishings and school equipments are poor, and we shall turn our attention to bettering them soon.

The new school law operates well, but needs a proviso. In an extreme case of a teacher's inability to continue the term out, and no reserve force to draw upon, some provision should be made for examination of applicant to fill unexpired term.

I favor uniform examinations, because it is the best way to uniformly elevate the standard of teaching. If County Superintendents had to get out questions for examinations as formerly, some would be done, some half done and some not done at all; hence would never get out of old ruts, etc.

Very respectfully,

THOS. W. RALPH,
Superintendent of Public Instruction of Putnam County.

ST. JOHNS COUNTY.

ST. AUGUSTINE, FLA., January 28, 1895.

Hon. W. N. Sheats:

DEAR SIR—Enclosed find blank, as requested. Your first blank sent me was on file, and somehow I got an impression that I had plenty of time to answer, and as I have been very busy and absent most of my time visiting schools, I ask your pardon for having caused you any delay.

I did not have to consider about the questions, as I can see very plainly the improvement in our teachers under the new law.

Respectfully,
R. F. SABATE,
County Superintendent.

SANTA ROSA COUNTY.

Hon. W. N. Sheats, State Superintendent Public Instruction:

I am glad to report a marked improvement in the condition of public schools of Santa Rosa this year.

Some schools (?) have been eliminated. In many instances two schools have been combined. Where ten schools (?) formerly existed, we now have five live, healthy schools. *The school depends* almost *entirely on the teacher.*

This truth has been demonstrated three times this year in my county—wish I had time and space to tell you all.

To build up my schools I labor to make successful teachers. This year I have inaugurated a Reading Circle or County Teachers' Association, with course of study.

Every teacher is urged to read a good State, also national school journal and to attend the State Teachers' Association.

I require every teacher to comply strictly with the school law and regulations of the Board of Public Instruction.

I cancel (promptly) certificates of immoral, incompetent, or of unsuccessful teachers.

I hope to see the spirit of our new school law remain unchanged. Would be glad to see Second Grade Certificates transferable.

Let me briefly and honestly say, that I most heartily favor Uniform Examinations for the good they have already accomplished in the State.

Very truly yours,
E. L. McDANIEL,
County Superintendent.

WALTON COUNTY.

Hon. W. N. Sheats:

DEAR SIR—Since the new law went into operation we have had more competent teachers. We have a sufficiency of

white teachers to teach all the white schools, for each teacher could teach more than one school, as the term of most of our schools is only four months.

The attendance is not as good as could be desired, due in part, perhaps, to poverty of parents, causing them to need the labor of their children; but, in great measure it is to be feared, to inadequate concern for their childrens' education. I have to some extent, by public address, urged the importance of regularity in attendance.

I note, as a bad feature, dissensions among patrons as to teachers and location of school buildings that could, I think, be mitigated by firmness on the part of the County Board.

We have not a sufficient number of colored teachers for the colored schools. The prospect now is that six of our ten colored schools will be untaught. I have written to three or four counties, asking if they could send First Grade colored teachers to this county. None have responded affirmatively. It may be that some of our white schools will be untaught. If so, it will not be because we have not teachers enough to teach them.

I do not favor making Second Grade Certificates good out of the county where issued. It will remove just so much of stimulus to study. There will be each year less necessity for it, as the number of First Grades increase.

I favor fewer and lower branches for Third Grades and a *higher* percentage.

I favor one grading committee for the whole State. A grade will then mean the same thing in each and every county. As it is now, a good grading committee may "weed out" incompetent teachers, only to have them succeeded by an equally incompetent crop who got First Grades in another county. County Superintendents may not always be competent to examine before endorsement. I suspect they will often endorse upon the assumption that the grading committee was faithful and competent, which, I suspect, would be in some cases far from the truth.

Respectfully,

R. Q. Baker,

Superintendent Walton County.

Note.—I truly regret that all the County Superintendents did not furnish me with a special report for publication.

Elaborate reports on the results of the uniform examinations were received from every one of them, all strongly endorsing

the law, except five, but they failed to authorize me to publish their statements. In this special report, information of a general nature was sought in regard to the school work of each county, this not being furnished me, being unauthorized, I fail to publish their opinions of the law

It is hoped that hereafter a brief and carefully prepared report touching upon all school matters of interest in each county will be prepared by the County Superintendent for publication in the Appendix.

CONTENTS.

REPORT FOR THE YEARS 1892–'93 AND 1893–'94.

ENDORSEMENT OF THE SCHOOL LAW, 82–86.

SPECIAL REPORTS FROM THE COUNTIES OF

ERRATA.

NOTE.—It is very harrassing to be forced to resort to an errata, but necessary absence from the Capital during the printing of the report and often unavoidable hasty proof-reading make it necessary.

Should errors be found in the statistical tables between pages 206 and 247, they are due to my Secretary. The copying and footing of that work had to be entrusted to him, and I did not find the time to examine it. Errors merely typographical in spelling or punctuation, where the sense is discernible, will not be noticed.

On page 14, in fifth line from bottom of page, instead of "his." read *Mr. Beecher's.*

On page 23, in line 13, instead of "believing," read *belieing.*

On page 24, in line 2, instead of "active," read *native.*

On page 25, in line 22, instead of "was," read *were.*

On page 28, in third line from bottom of page, instead of "simply," read *strongly.*

On page 33, in line 12, after "as," insert *were;* also in line 23, for "not only," read *nearly;* in the next line, instead of "but," read *and;* in eighth line from bottom of page, before "should," insert *nor.*

On page 35, instead of "October 18," in thirteenth line, read *October* 1st.

On page 37, in second line from bottom of page, "Madames," should be *Mesdames.*

On page 50, in 28th line, the second "of." should be omitted.

On page 52, in the 30th line, instead of "M. A. Forbes," read *John F. Forbes, M. A.*

On page 62, in Table.A, under the head "Total School Population," the italicized e's should be *c*, and refer to that foot-note.

On page 85, in 26th line before "135," insert *the.*

On page 99, the fourth question under Trigonometry, should read: *Prove that a : sin A : : b : sin B.*

"On page 110, in 7th line, instead of (3), read (4).

On page 123, in 6th line, instead of "spirit of dog in the manger," read *dog in the manger spirit*

On page 128, in 11th line from the bottom, after St. Augustine insert, *observed the day.*

On page 136, in first line, "14,000" should be 140,000.

On page 168, in 7th line from bottom, for "number" read *numbers.*

On page 174, in 6th line, for "Jennie," read *Jemmy.*

On page 175, in 5th line from the bottom, the comma after girls should be an apostrophe.

On page 176, several errors occur; under the head "Female", "36" should be 26; "Florida School Law by Secs," should read, *Florida School Law by Lecture;* the third line below the above should read, *Whole School Review—Frequent.*

On page 181, in the third line from bottom of page, "Blind" should read *Deaf.*

On page 183, in the first sub-head, "Denominal" should be *Denominational.*

On page 203, in 11th line, "twenty" should be *twenty-one;* after "Lake" in 13th line, *Levy* should be inserted.

Errors in tables will not be corrected as they are still approximately correct.

MAR 6 - 1933